

EFFECTS OF DIFFERENT TYPES OF CORRECTIVE FEEDBACK INCORPORATING WITH  
TEACHER-STUDENT CONFERENCE ON UPPER SECONDARY SCHOOL STUDENTS'  
ENGLISH WRITING ABILITY



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ผลของการให้ข้อมูลย้อนกลับที่แตกต่างกันร่วมกับการประชุมแลกเปลี่ยนระหว่างครูกับนักเรียนต่อ  
ความสามารถทางการเขียนภาษาอังกฤษของนักเรียนมัธยมศึกษาตอนปลาย



นางสาวกมลพร อ่องเพชร

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By	Miss Kamonporn Ongphet
Field of Study	Teaching English as a Foreign Language
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กมลพร อ่องเพชร : ผลของการให้ข้อมูลย้อนกลับที่แตกต่างกันร่วมกับการประชุม แลกเปลี่ยนระหว่างครูกับนักเรียนต่อความสามารถทางการเขียนภาษาอังกฤษของ นักเรียนมัธยมศึกษาตอนปลาย. (EFFECTS OF DIFFERENT TYPES OF CORRECTIVE FEEDBACK INCORPORATING WITH TEACHER-STUDENT CONFERENCE ON UPPER SECONDARY SCHOOL STUDENTS' ENGLISH WRITING ABILITY) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: อ. ดร. จุฑารัตน์ วิบูลผล, 167 หน้า.

ปัจจุบันการเขียนภาษาอังกฤษเป็นเครื่องมือสำคัญที่ใช้ในการสื่อสารในยุคข้อมูลข่าวสาร การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ เปรียบเทียบผลของการให้ข้อมูลย้อนกลับที่แตกต่างกันร่วมกับการให้คำปรึกษาระหว่างครูกับนักเรียนต่อความสามารถทางการเขียนภาษาอังกฤษของนักเรียนมัธยมศึกษาตอนปลาย กลุ่มตัวอย่างที่ใช้ในการศึกษาได้แก่ นักเรียนมัธยมศึกษาปีที่ 5 ที่ศึกษาในภาคปลาย ปีการศึกษา 2556 ของโรงเรียนรัฐบาลแห่งหนึ่งในจังหวัดสมุทรปราการ จำนวน 2 กลุ่ม ในการสอนการเขียนครั้งนี้ใช้รายวิชาการเขียนภาษาอังกฤษสำหรับสื่อสังคม การให้ข้อมูลย้อนกลับที่แตกต่างกันร่วมกับการให้คำปรึกษาระหว่างครูกับนักเรียน การเรียนการสอนวิชาการเขียนภาษาอังกฤษนี้ พัฒนาขึ้นโดยตามรูปแบบการเขียนแบบเน้นกระบวนการ เครื่องมือที่ใช้ในการเก็บข้อมูลได้แก่ งานเขียนเชิงสารคดี 2 ชิ้น และบันทึกของนักเรียน การวิเคราะห์ข้อมูลใช้สถิติ ตัวนี้ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน t-test และ chi-square ผลการศึกษาพบว่า ผลของการให้ข้อมูลย้อนกลับแบบทางตรงมีผลต่อความสามารถในการเขียนภาษาอังกฤษของนักเรียนมากกว่า การให้ข้อมูลย้อนกลับแบบทางอ้อมอย่างมีนัยสำคัญ เมื่อวิเคราะห์ผลข้อมูลย้อนกลับซึ่งทั้งรูปแบบต่อความสามารถของผู้เรียนที่มีความสามารถสูงและต่ำพบว่า ผลของการให้ข้อมูลย้อนกลับแบบทางตรงมีผลต่อการเขียนภาษาอังกฤษของผู้เรียนที่มีความสามารถสูงอย่างมีนัยสำคัญ แต่การให้ข้อมูลย้อนกลับทั้งสองรูปแบบไม่มีผลต่อความสามารถทางการเขียนภาษาอังกฤษของนักเรียนที่มีความสามารถต่ำ ข้อค้นพบสุดท้ายพบว่านักเรียนมีความคิดเห็นเชิงบวกต่อการให้ข้อมูลย้อนกลับแบบทางตรงมากกว่าแบบทางอ้อม

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Writing has become an important tool for communication in the information teaching age. This present study investigated the effects of different types of corrective feedback incorporating with student-teacher conference on upper secondary school students' social media writing ability and the opinions towards the different types of corrective feedback. The participants were two groups of upper secondary school students in the second semester of the academic year 2013 at a government school in Samutprakarn province. The English writing course entitled "Writing for Social Media" was conducted. Direct and indirect corrective feedbacks incorporating with teacher-student conference were employed during the writing instruction. The instruction was designed based on the process writing model. Two feature writing tasks and students' logs were used as the research instruments. The data were analyzed using means, standard deviation, t-test, and chi-square. The findings revealed that direct corrective feedback had significantly more effects on students' writing ability than indirect corrective feedback. When analyzed the effects of the two feedbacks on low and high proficiency students, the findings showed that the direct corrective feedback had significantly affected high proficiency students' writing ability more than indirect corrective feedback but both types of feedback did not show significant effects on low proficiency students' writing ability. Last but not least, students were found to have positive opinions towards direct corrective feedback more than indirect corrective feedback.

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## CHAPTER I

### INTRODUCTION

English language skills are currently necessary for Thai learners considering that English is still not used widely in everyday conversation, on the other hand, writing has become a necessary skill for Thai people who work in international settings or need to communicate with people in other parts of the world. While, the importance of writing skills is increasing, Thai students' English writing ability is still questionable. According to Wongsothorn (2002) found that ninth grade and twelfth grade students needed improvement in English language skills especially in the skill of writing. Similarly, Pawapatcharodom (2007) surveyed a group of university students in Thailand and found that the most serious problem in English language learning is writing.

To improve writing skills, research has shown the importance of a wide range of teaching strategies as well as different types of feedback. Many researchers have investigated the usefulness of corrective feedback such as Ferris and Robert, 2001; Ferris, Cheyney, Komura, Roberts and McKee, 2000; Ellis 2010; Sheen 2000 and 2010; Bitchener and Knoch, 2010; Ellis, Sheen, Murakami and Takashima, 2008).

Providing corrective feedback is still a controversial issue whether feedback can help learners develop their writing ability and accuracy (Kepner, 1991; Truscott 1999; Ferris, 1999). Truscott (1996, 1999, 2007) held a strong view against providing feedback. He argued that all types of teacher written feedback on learners' writing are ineffective and also harmful and should be abandoned. He also commented that although learners need teachers' correction, teachers should not give it to them. While Ferris (1999, 2004) argued that there were positive evidences of feedback

strategies. This argument has influenced significantly within the field of feedback strategy research. Most recent feedback researchers have investigated the above argument especially in written corrective feedback (Sheen; 2007, Ellis et al, 2008, 2010; Bitchener and Knoch 2008; Hyland 2003).

Even though, there are no clear results of the effects of providing feedback, many studies found that students needed teachers' correction on their writing. To illustrate, Ferris (2002) found that learners needed distinct and additional intervention from their writing teachers to make up their deficits and develop strategies for finding, correcting, and avoiding errors. In addition, previous research on students' attitudes towards feedback revealed that learners needed their errors to be corrected and they would be upset if error correction was not provided (Leki, 1991; Hedgecock and Lefkowitz, 1994, 1996; Ferris, 1995). Moreover, Bitchener (2008) found that directive feedback tended to be more effective on lower proficiency learners. Similarly, Wong and Nunan (2011) found that the most popular strategy of low proficiency learners who they defined as those who obtained an "E" or "F" grade on the Hong Kong Examinations and Assessment Authority "Use of English Examination" were "I like the teacher to tell me all my mistakes. The learners are authority-oriented and dependent. Wong and Nunan (2011) suggested that teachers should help less effective learners learn languages in their classroom by identify the strategies that they favor incorporating with teaching styles and strategies which incorporate direct corrective feedback strategies when teachers make learners notice errors and correct the errors for the learners.

On the other hand, many researchers found that providing only written corrective feedback strategies cannot help learners improve their writing accuracy

successfully. They suggested that teachers should provide feedback incorporating with other strategies such as mini-lesson, workshop, individual conference or tutorial session because the feedback will be more effective on learner's writing ability (Bitchener, Young, and Cameron, 2005; Liu, 2008; Kim, 2009; Ellis, 2008; Vyatkina, 2000). However, there are fewer studies on providing corrective feedback incorporating with other strategies in Thailand.

There are many types of writing. One of them is writing feature which is a specific type of writing for mass media. Hyland, 2007 mentioned that learners can learn how to write with better understanding of how language is used in mass media. He also suggested that teacher can teach how to write a feature to student writers.

Taking into consideration of research gap, the researcher has come to a conclusion that it would appropriate to make an investigation whether corrective feedback incorporating with teacher-student conference might elucidate any distinctive significance of English writing ability. Therefore, this study is not only an investigation to the treatment of language pedagogy but it is also a specified attempt to find a way to promote low proficiency learners to be more effective for their language learning.

### **Research Questions**

This study, then, endeavors to answer the following question:

1. Of the two treatments (direct corrective feedback incorporating with teacher-student conference and indirect corrective feedback incorporating with teacher-student conference), which one affect upper secondary school students' English social media writing ability the most?

2. Of the two treatments (direct corrective feedback incorporating teacher-student conference and indirect corrective feedback incorporating teacher-student conference), which one affect high proficiency upper secondary school students' English social media writing ability the most?

3. Of the two treatments (direct corrective feedback incorporating teacher-student conference and indirect corrective feedback incorporating teacher-student conference), which one affect low proficiency upper secondary school students' English social media writing ability the most?

4. What are learners' opinions toward direct corrective feedback incorporating with teacher-student conference and indirect corrective feedback incorporating with teacher-student conference on English social media writing ability improvement?

### **Research Objectives**

1. To study the effects of direct corrective feedback incorporating with teacher-student conference and indirect corrective feedback incorporating with teacher-student conference on English social media writing ability of high proficiency students.

2. To study the effects of direct corrective feedback incorporating with teacher-student conference and indirect corrective feedback incorporating with teacher-student conference on English social media writing ability of low proficiency students.

3. To compare the effects of direct corrective feedback incorporating with teacher-student conference and indirect corrective feedback incorporating with teacher-student conference on English social media writing ability of high proficiency students.



4. To explore the students' opinions toward direct corrective feedback incorporating with teacher-student conference and indirect corrective feedback incorporating with teacher-student conference on English social media writing ability improvement.

### **Definition of Terms**

#### **Feedback**

Feedback refers to an output which the teacher gives the student and in response to the writing in order to help improve the quality of the writing.

This study focused on two types of feedback: oral feedback and written feedback. The oral feedback was given in a teacher-student conference session. The written feedback was given in the students' text in two forms: direct and indirect corrective feedback.

#### *Teacher-student conference*

Teacher-student conference refers to a session between the teacher and a student in which they discussed the student's piece of writing. The discussion focused on the content and organization adequacy of the writing. In the conference, the teacher used questions to guide the students to notice their good and weak points in their writing. The teacher-student conference session was conducted after the student finished writing their first draft of writing and lasted about fifteen minutes.

#### **Written feedback**

Written feedback refers to the teacher's writing corrections, written marks and symbol which give to the students to help them revise and edit their writing. Also, it is to help improve the students' writing ability.

In this study, the students received two types of written feedback - direct corrective feedback and indirect corrective feedback. The feedback was provided after the students finished their second draft. The feedback focused on English grammar and structure, style of writing, and mechanics.

#### **Direct corrective feedback**

Direct corrective feedback refers to the teacher's written corrections of the student's errors. In this study, the teacher underlined or circled the errors found in the writing and provided the corrections for the student.

#### **Indirect corrective feedback**

Indirect corrective feedback refers to the teacher's indication of the student's errors in the writing task without giving a correction. The teacher provided only feedback symbols to the student.

#### **Writing instruction**

Writing instruction refers to a course designed to teach English feature writing for social media and aimed to improve the students' writing ability. The instruction was designed based on the process writing approach (Scott, 1996) to instruct the writing classes. Each lesson consisted of five steps of the process writing approach as follow; prewriting, first draft composing, feedback, second draft composing, proofreading

#### **Feature writing**

Feature writing refers to a piece of investigated article which the writer can use his or her own experiences and information to convey the content of the article to the readers.

### **English writing ability**

English writing ability refers to students' ability to write a feature article. In this study, the writing ability was assessed in the following aspects: content adequacy, organization, English grammar and structure, style, and mechanics.

### **Scope of the Study**

The study restrained in the following areas:

The population for this study was upper secondary school students. The sample of this study was eleventh grade students who studied an additional course entitled "Writing for Social Media".

The variables in this study are as follows:

- a. Independent variables were direct and indirect corrective feedback incorporating with teacher-student conference.
- b. Dependent variable was English writing ability.

## CHAPTER II

### LITERATURE REVIEW

This part discusses about the studies relevant to the current research, “A comparative study of direct corrective feedback, teacher-student conference, and direct corrective feedback incorporating with teacher-student conference on upper secondary school students’ English writing ability”. The related literature reviews are presented in three main parts: writing ability, types of writing, how to enhance writing ability, how to access writing ability, feedback, related previous studies respectively.

#### **Writing Ability**

In this section, the researcher reviews key issues on writing in terms of definition of writing, importance of writing, elements of writing, and writing steps respectively.

#### **Definition of Writing**

Writing is one of the ways to communicate one’s thoughts into written language. It is crucial and complicated, and it is found to be more difficult if it is performed in another language (Scott, 1996). Many researchers and educators have defined writing in many ways. To illustrate, White (1980) described that writing means the ability to write sentences suitably and accurately according to grammatical structure in order to communicate effectively. Writing should be clear, that means, good writing should consist of the correctness of form, the appropriateness of style, and the unity of theme and topic. While, Ontario (2005) defined that writing is a powerful instrument for students to use to express their thoughts, feelings, and judgments about what they have read, seen, or experienced. As students continue to develop an understanding of the writing process; the elements of writing; text forms,

genres, and formats; and technology, they are able to express themselves more confidently and effectively. Teachers use their professional judgment and careful observation.

### **The Importance of Writing**

From the definition of writing, writing has long been considered important as it is used to communicate writers' ideas and thoughts with readers in every language. Furthermore, writing can be used to communicate as long as it is kept (Hyland, 2002). Murray (1982) stated that writing is the tool to stimulate the thinking process. The writer uses it as a tool to share his or her experience with the readers into the alphabet system meaningfully. While, Duncan (1985) stated that writing is an important skill for daily life because it is the skill that the writer can use to create the fluent language. Moreover, the writer can also check and revise the thoughts and ideas in writing. On the other hand, Hartfeild (1985) stated that in the case of the sender and the receiver cannot communicate directly, writing would take an important role to communicate effectively. In addition, writing is consequential to the higher education. Shih (1986) stated that writing is an important tool to communicate the thought and the idea in higher education, for example, the short essay test, summaries, critiques, and research reports. Moreover, Howell-Richardson and Bish (1997) stated that the number of computer-based communication users has been increasing, and people have created numerous electronic information sites each month. This kind of communication definitely requires writing which is understandable for its readers. Therefore, writing is becoming more important nowadays.

To conclude, writing is highly significant for everybody to communicate or convey ideas, involving in the form of computer-based communication. It is used to express the senders' ideas, thoughts, and experiences to the receiver, reader.

### **Elements of Writing**

According to above, writing is difficult and complex skill. To have writing ability, the writing should be composed of many elements as the purpose of writing, grammatical structure, spelling, punctuation and vocabulary. Many educators and researchers described the elements of writing. Roberts (1958) stated that writer should have the purpose in writing and should express the thoughts or the ideas according to that purpose suitably and accurately. Moreover, writers should have the writing knowledge enough as the language structure, punctuation, and spelling. While, Lado (1964) stated that the foreign language learners should have the understanding of the elements of writing first, those are, the grammatical structure, vocabulary, spelling, punctuation, and language background. Also, Maccrimon (1963) also stated that foreign language learners should think of the correctness of the grammar, spelling, and punctuation in writing. Furthermore, the writer should also have the knowledge of vocabulary and sentence structures. While, Widdowson (1978) stated that writing ability should consist of both language usage and language use. Therefore, teachers should emphasize and become aware of these two points in the writing instruction. According to Harris (1969) defined the elements of writing for five elements as follows:

1. Content means the ideas and the thoughts that writer want to express.

2. Form means the organization of the writing. The writing should be written cohesively.

3. Grammar means the grammatical competence in writing sentences accurately.

4. Style means the language use in writing. Style will be shown the writer's characteristics and feelings through the texts in writing.

5. Mechanics means to use the marks or symbols in writing. The good writing should have the correct punctuations and spelling.

Also, Baker (1971) emphasized that the grammatical knowledge and the vocabulary knowledge are the important elements of writing. On the other hand, Heaton (1975) described that the good writing should consist of these elements as follows; grammatical skills, stylistically skills, mechanical skills and judgment skills

### **Types of Writing**

There are different types of writing. Many researchers categorized types of writing in many different ways. Hyland (2007) defined genre as abstracts, socially recognized ways of using language. It is based on the idea that members of a community usually have little difficulty in recognizing similarities in the texts they use frequently and are able to draw on their repeated experiences with such texts to read, understand, and perhaps write them easily. It is a way to help readers interpret writer's purpose more increasing if the readers read the same kinds of previous texts. He also mentioned that readers and writers are like partner dancers. They follow each other's steps closely. They can sense from a text by anticipating what the other

is likely to do by making connections to previous texts. While writing, creativity and unexpected patterns often happen from the basis of any variations. Genre relates to planning-writing-reviewing framework which focuses learners on strategies for writing than on linguistics part. Writers need to express themselves effectively (e.g. Feez, 2002; Hasan, 1996 cited in Hyland, 2007). It also addresses on particular cultures, reminds teachers that students may not share the same background and knowledge with us and urges teachers to go beyond the classroom and structures, vocabulary, and composing to incorporate into the teachers' teaching the ways language is used in specific contexts.

In addition, genre offers students explicit understanding of how target texts are structured and why they are written in such ways. This directness gives teachers and learner focus for making writing outcomes more clearer which learners are expected to acquire genre from repeated writing experiences or the teacher's notes in the margins of their essays (Hyland, 2003a cited in Hyland, 2007). It is also draw the teachers into considering how texts actually work as communication tools for the writer students. Mora-Flores (2009) commented that there are many types of written text including narrative, expository persuasive, and poetic. Within each type, there are genre that matches the context and construct of each type (see figure 2.1). It is a kind of literary work using a particular form or technique. Genre writing classes are usually planned as themes or it is likely to be relevant to contexts. Themes are best seen as real-life activities in which people do specific things through writing, providing potentially connecting and motivating ways to writer students' personal background, experiences and prior knowledge (Fees, 1998 cited in Hyland, 2007).



Types	Definition	Literary Genres
Narrative	Stories: can be fiction or nonfiction	Personal narratives Autobiographies Fairy tales Fables Folktales Mysteries Myths Diaries
Expository	Provides information	How-to texts Biographies Reports Articles
Persuasive Essays/Composition	To inform, explain, convince, present a position, evaluate, persuade	Letters Editorials Advertisements Literary essay
Poetry	To express ideas both fictional and nonfictional in creative, often nonstandard way	Free verse Pattern poems Haiku Acrostic poems Cinquain Diamante Limericks

Figure 2.1 *Literary and written genre (Mora-Flores, 2009)*

### Mass Media Writing

With today's globalization of technologies, writing especially mass media writing is changing (Hutchison, 1986). Writer should know how to construct the proper relationship between ideas and words and to make decisions that result in good writing. They also should think and write quickly, clearly and accurately under pressure. In the world of newspaper, radio, and television reporter and related spheres of public relations communication and advertising, speed vies with language skill as the most important asset in writer's ability bank. In addition, media writers are critically tuned conduits of information. Information is their stock in trade but it is information of a verifiable kind, not hearsay, not fiction. They are expected to write from a bank of information checked and re-checked through a series of valid sources in the real world (Parsigian, 1992). Moreover, media writers use much of their background, knowledge and experience. Some of them may take biases in their writing. So, to avoid that biases, some of them learn how to separate their emotion and feeling from facts and information.

They have to analyze the facts and information they have got. Then, they have to decide what information and fact is valid and how to write about it. All of the mass media; newspaper, magazine, radio, television, public relation, holds those true. Pasigian (1992) stated that a professional media writer should be able to determine the requirements of a writing assignment, develop an internal gauge of judgment about received information, organize time and the writing task to meet deadlines and reduce stress, discover insights that contribute substance to copy, write accurately, relevant, creative copy that speaks to the audience, and win an editor's confidence. In addition, a professional writer should have knowledge of

different types of mass media writing and the specific of each characteristic (Hutchison, 1986). Hutchinson categorized mass media writing as follow:

1. News for newspaper
2. News for radio
3. News for television
4. Newspaper features
5. Magazine articles
6. Opinion
7. Advertising
8. Public relation and promoting writing

#### **Feature Writing**

Feature writing is a board term that includes various types of articles including hard news story, humor and advice columns, specialty writing on topics such as food and fashion, travel, society columns and entertainment reviews. They can be lighter or harder side of written work. They come in different sizes, depending on their importance and depth of investigation (Hutchinson, 1983). They are everywhere in both print and broadcast media. They are the combination between the news story and fiction which captures readers' fancy, imagination, curiosity, emotions, and memories. Writers have to investigate, recapture, and put their emotions and imagination to their features which if the writers can make it well; they can catch and hold the interest of the readers.

Ideas from features mostly come from news event. Some come from calendars, holidays and anniversaries of events. Other feature ideas come from unusual hobbies or occupations and national or local trends. They also come from

community changes, conflict, and activism. As Hutchinson mentioned that feature stories are everywhere, writers can find themselves ideas from everywhere as well. They may find ideas from material such as in new products, in classic novel, in snowstorms, in joy and in tragedy. All the writers have to do is to be observant and imaginative.

According to Hutchinson (1983), when writing a short feature stories, suspended-interest story organization is always applied. The suspended-interest feature story starts with a leading paragraph that catches readers' interest and holds it through the explanatory paragraphs of the story. Those explanatory paragraphs build on the generated by the leading paragraph. On the other hand, long feature stories may be more easily organized and written in term of the leading paragraph, then valleys and peaks of information, leading to the conclusion of the stories. The valleys represent expository material that carries the story forward. The peaks represent examples and illustrations used to amplify the expository material.

### **How to Enhance Writing Ability**

Writing instruction is a way to enhance writing ability. According to many researchers, there are various types of writing instructions.

#### **Writing Instruction**

According to Ontario Ministry of Education and Training (2005), there are five key instructional approaches to writing – modeled writing, shared writing, interactive writing, guided writing, and independent writing. These approaches enable the teacher to scaffold student learning by modeling writing strategies, modeling the thinking process through think-aloud, sharing writing experiences with students, coaching and guiding students in their application of strategies, and providing

students with opportunities to write independently. When teaching modeled, shared, interactive, guided, and independent writing lessons, the teacher embeds a variety of planned opportunities for students to develop their oral language and effective writing skills. Students often require a high level of teacher support when being introduced to new strategies and skills. As the teacher models the strategies and skills, and as students work to put them into practice, students move towards independence. This shift of responsibility from teacher to student requires consistent monitoring and assessment to ensure student success. While, Ken Hyland (2002) suggested that there are three main writing instructional approaches as follow:

1. Text-Oriented Approach – This approach emphasizes on product of writing by initiating different types of text as product of writer from simple elements to complex discourse. Although it focuses on creating material form, teacher should provide linguistic or rhetorical resources for writer for producing text. Moreover, this kind of such approaches reduces intricacies of human communication to the manageable and concrete.

2. Writer-Oriented Approach – The approach can be categorized into three strands which are expressivist view of writing, cognitive view of process writing, and writing as a situated act. It focuses on writer's writing process. This approach raises a question on what are elements to be a good writer. It is not giving much attention on how writer use text but it addresses on how those writer create and compose text. So, this approach helps learners acquire such skills.

3. Reader-Oriented Approach – Reader-oriented approach focuses on reader role in writing by elaborating social dimension and engaging them in writing tasks, creating audience in related texts. It emphasized on context of the writing and

how writer choose their words to engage with readers. In addition, writers have to express and present their ideas which readers can involve.

### **Process Writing Approach**

The writing process is the means by which students learn how to approach and carry out a writing task. It provides teachers and students with the concepts and terminology necessary to understand and talk about the process and products of writing. An understanding of the forms of writing, which include genres and formats, and practice in identifying the purpose and audience for their writing enable students to select the most appropriate form to communicate their ideas and feelings (Ontario, 2005). There are a wide range of writing process provided from many reseachers and educators. According to Arapoff (1975), he pointed out that writing process should be developed from the basic (easy) to advance (difficult) level. Becky L, Spivey (2006) described the process of writing as follows:

1. Prewriting - Children brainstorm to generate ideas for writing. They use charts, story webs, and graphic organizers to help develop a word list for writing, decide the type of writing, and audience, and determine the purpose for writing.

2. Rough Draft - Children put their ideas on paper. At this time, they write without major attention to punctuation, grammar, or neatness. Some teachers may refer to this as a sloppy copy or rough draft. The purpose of the rough draft is for the student to focus on his/her ideas and get them on paper without the distraction or fear of making mistakes in grammar, capitalization, punctuation, or paragraph structure.

3. Peer Editing - Classmates share their rough drafts and make suggestions to each other for improvement. They help each other understand the

story by asking who, what, when, where, why, and how questions. They look for better words to express ideas and discuss among themselves how to make the writing clearer.

4. Revising - The children use the suggestions from classmates to make additions or clarify details. Children try to improve their writing on their own. The teacher steps in at this stage and gives feedback.

5. Editing - Children work with the teacher and/or peers to correct all mistakes in grammar and spelling.

6. Final Draft - Children produce a copy of their writing with all corrections made from the editing stage and then discuss this final draft with the teacher. The teacher offers the last suggestions for improvement at this point.

7. Publishing - The writing process is finally at its end. Children publish their writing by making a copy in their neatest handwriting or using a word processor. This is a time for students to celebrate. They may share their pieces with the class during story time, make a class book or a personal portfolio, or send their work to local newspapers or children's magazines for publication.

While, Morris (1966) states the writing process as follows:

1. Transcription- It is the process to practice writing clearly and accurately.

2. Dictation- It is the process to practice listening, spelling, punctuation, use, and grammar.

3. Writing as a means- It is the process to use writing as a tool to practice other skills.

4. Productive writing- In this process, it consists of content and style.

Writers have to have the purpose for writing.

On the other hand, Rivers (1968) stated that foreign language learners should be habituated to write following these process:

1. Copying- Learners have to review the former knowledge in order to the relationship between sound and sign.

2. Reproduction- Learners have to write what they read or write to describe the pictures in this step.

3. Recombination- Learners will be practiced more difficult in sentence structures and grammatical structures in this step.

4. Guided writing- In this process, learners will have freedom in language use in order to complete meaning. However, writing is still under the teacher's advice.

5. Composition- Learners will create their own writing according to their purposes in this step.

Moreover, Valette and Disick (1972) divided the writing process from easy to complex according to taxonomy which is the process of classifying things into groups as follows:

1. Mechanical skills- Mechanical skills are the basic skills that start from the imitation. Learners will reproduce the text or sentences and spell the words without understanding.

2. Knowledge- Knowledge is the process that shows the rules, the facts, and the data related to the language. Learners will be able to write the sentences to describe the pictures accurately and answer the easy question clearly.



3. Transfer- This process is the application step. For example, learners change the affirmative sentence into the interrogative sentence.

4. Communication- Learners in the process will be able to use written language as a tool to communicate or share the ideas. This step emphasizes on writing ability to make readers understand the writing.

5. Criticism- Learners in this process will be able to write and express their own opinion fluently with the style suitably.

While, Kirszner and Mandell (1984) also agreed that practicing writing steps are composed of three main steps as follows:

1. Beginning writing- In this process, learners will be able to write short sentences or fill in the sentences.

2. Controlled composition- In this process, learners can imitate the model of good writing, so they can practice writing language more accurately.

3. Guided composition- In this process, teacher has to introduce or guide students to write vocabulary, sentence structure, contents which consist of the following steps:

3.1 Pre-writing

3.2 Writing

3.3 Revising

3.4 Rewriting

Lastly, Scott (1996) defined that there are five steps of writing process model as follows:

1. Prewriting- Teachers will provide a writing task and help them to generate vocabulary and ideas by applying a number of strategies in class namely

brainstorming, clustering and discussion, without concern for correctness or appropriateness in the first stage of writing.

2. First draft composing- Learners will use vocabulary and ideas which they have got from the previous stage to express what they want to convey in their writing.

3. Feedback- In this writing stage, learners will receive comment from real audiences which can be a writing teacher or their peers and move on to new ideas in another draft.

4. Second draft writing- Based on the comment of teachers and peers, learners will modify their previous draft by revising, adding, and rearranging ideas.

5. Proofreading- In the final stage, student writers will not only discover new ideas and language forms to express their ideas in writing but also focus on the appropriate use of vocabulary, layout, grammar, and mechanics.

According to various writing process, students will be practicing writing from the basic level, imitation, to complex level, purposive writing. Writers should also check their writing after finishing writing tasks in order to recheck and revise the writing; therefore, if they find their writing incorrect they would probably improve the writing from the revision by themselves.

### **How to Assess Writing Ability**

Under the key term ‘assessing writing ability’, the researcher explores the main practical issues that teachers face when making decisions about evaluating writing tasks, particularly: purposes of assessment, validity and reliability issues, and approaches to scoring respectively.

## Types of Writing Assessment

### Authenticity

Authenticity is a trait that gives special attention. It is assured in order to bring out the best performance in a writer. A good deal of academic writing context is constrained by the pedagogies of establishing the basic building blocks of writing. The authenticity focuses on assessment techniques that show those foundations but once those foundations are situated, a good writer is ready to go beyond his/her writing classroom and use his/her own voice. To offer those writers to get out of the classroom context, authentic real world context needs to be provided to the writers. The teachers' duties are more facilitator or coach. They are less of an instructor. This type of writing assessment is formative and positive. They are important than practicality and reliability.

### Scoring

Scoring is controversial issue in writing assessment. There are many options available to a learner. Each type needs to be suitable for a test administer because it is not only see how the writer make the language form but it is also see what are functions of the text. The quality of writing becomes more important than other parts of writing. How will you score such creative products, artistic work, or scientific style? The following scoring options are discussed below. 1. Holistic scoring

Hughes (2003) explored the first type of scoring rubric which is called *holistic scoring* or sometimes be called *impressionistic scoring*. The holistic scale is based on a single, integrated score of writing behavior. This method aims to rate a writer's overall proficiency through an individual impression of the quality of a writing sample. The rationale for applying the holistic assessment scale is that the total

quality of written text is more than the sum of its components. Teachers can evaluate students' writing quickly because writing is viewed as a whole. Hughes mentioned that, using the holistic scoring, experienced raters can evaluate a one-page piece of writing only in a few minute or even less.

Grade	Characteristics
A	The main idea is stated clearly and the essay is well organized and coherent. Excellent choice of vocabulary and very few grammatical errors. Good spelling and pronunciation.
B	The main idea is fairly clear and the essay is moderately well organized and relatively coherent. The vocabulary is good and only minor grammar errors. A few spelling and punctuation errors.
C	The main idea is indicated but not clearly. The essay is not very well organized and is somewhat lacking in coherence. Vocabulary is average. There are some major and minor grammatical errors together with a number of spelling and punctuation mistakes.
D	The main idea is hard to identify or unrelated to the development. The essay is poorly organized and relatively incoherent. The use of vocabulary is weak and grammatical errors appear frequently. There are also frequent spelling and punctuation errors.
E	The main idea is missing and the essay is poorly organized and generally incoherent. The use of vocabulary is very weak and grammatical errors appear very frequently. There are many spelling and punctuation errors.

Figure 2.2 A rubric for holistic scoring of an intermediate-level ESL essay.

Despite its relative ease of use; however, reducing writing to a single score means that teachers cannot gain diagnostic information which they can feedback into their teaching. Moreover, because the approach requires a response to the text as a whole, readers must be carefully trained to respond in the same way to the same features. Table 1 (from Cohen, 1994: 317) summarizes the pros and cons of this method.

Table 2.1 *Advantages and disadvantages of holistic scoring*

Advantages	Disadvantages
Global impression not a single ability	Provides no diagnostic information
Emphasis on achievement not deficiencies	Difficult to interpret composite score
Weight can be assigned to certain criteria	Smooths out different abilities in sub skills
Encourages rather discussion and agreement	Raters may overlook sub-skills Penalizes attempts to use challenging forms Longer essays may get higher scores

## 2. Primary trait scoring

The primary trait scoring rubric was originated by the National Assessment of Educational Progress (NAEP) in the mid-1970s (Lloyd-Johns, cited in Bhumadhana, 2010). It is identified by the task designers and allows teachers and students to focus on a critical feature of the task, such as appropriate text staging, creative response, effective argument, reference to sources, audience design, and so on. But while the approach recognizes that it is not possible to respond to everything at once, raters may find it hard to focus exclusively on the one specified trait and inadvertently include others in their evaluation. The fact that this approach lacks

generalizability and requires a very detailed scoring guide for each specific writing task means that it is most widely used in courses where teachers need to judge learners' command of specific writing skills rather than more general improvement.

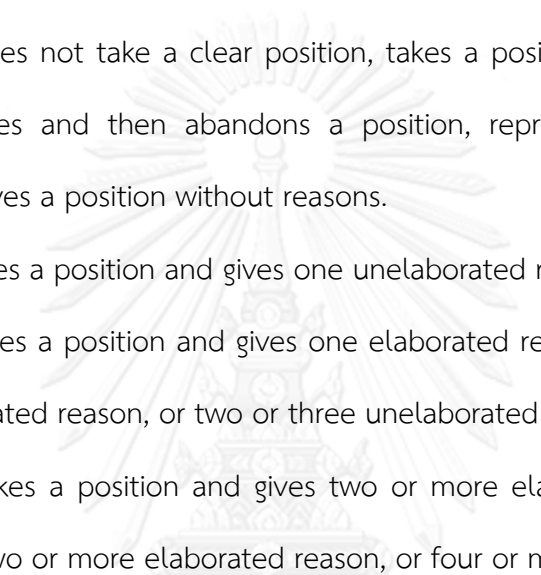
- 
- 0 – The writer gives no response or a fragmented response.
- 1 – The writer does not take a clear position, takes a position but gives no reason, restates the stem, fives and then abandons a position, represents a confused or undefined position, or gives a position without reasons.
- 2 – The writer takes a position and gives one unelaborated reason.
- 3 – The writer takes a position and gives one elaborated reason, one elaborated reason plus one unelaborated reason, or two or three unelaborated reasons.
- 4 – The writer takes a position and gives two or more elaborated reasons, one elaborated reason plus two or more elaborated reason, or four or more unrelated reasons.

Figure 2.3 *Primary trait scoring rubric (Cohen, 1994)*

### 3. Analytic scoring

The last type of assessment scale is analytic scoring. Analytic scoring procedures require readers to judge a text against a set of criteria seen as important to good writing. The fact that raters must give a score for each category helps ensure features are not collapsed into one and so provides more information than a single holistic score. Analytic scoring more clearly defines the features to be assessed by separating, and sometimes weighting, individual components and is therefore more effective in discriminating between weaker texts. Widely used rubrics have separate

scales for content, organization, and grammar, with vocabulary and mechanics sometimes added separately, and these are assigned a numerical value.

However, the analytic method is a time-consuming process because of separated scales weighted. In comparison to the holistic scoring, scorers may have to spend more time completing the analytic scoring, even with practice (Hughes, 2003). One of the most popular and widely used analytic scoring rubrics belongs to Jacob et al's (1981) scoring profile. There are five dimensions in the criteria for evaluating a composition: content, organization, vocabulary, language use, and mechanics. These five dimensions are weighted differently: 30 points for content, 25 points for language use, 20 points for organization and vocabulary, and 5 points for mechanics respectively. (See table 1)

Table 2.2 Analytic scoring rubric (Jacobs et al., 1981)

Score	Points	Criteria
Content	(30 points)	
	30-27	<i>Excellent to Very good:</i> knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	26-22	<i>Good to Average:</i> knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks details

Score	Points	Criteria
	21-17	<i>Fair to Poor:</i> limited knowledge of subject, little substance, inadequate development of topic
	16-13	<i>Very poor:</i> does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	(20 points)	
	20-18	<i>Excellent to Very good:</i> fluent expression, idea clearly stated /supposed, succinct, well-organized, logical sequencing, cohesive
	17-14	<i>Good to Average:</i> somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	<i>Fair to Poor:</i> ideas confused or disconnected, lacks of logical sequencing and development
	9-7	<i>Very poor:</i> does not communicate, no organization, or not enough to evaluate
Vocabulary	(20 points)	
	20-18	<i>Excellent to Very good:</i> sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register



Score	Points	Criteria
	17-14	<i>Good to Average:</i> adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	<i>Fair to Poor:</i> limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured
	9-7	<i>Very poor:</i> especially in translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
Language use	(Points)	
	25-23	<i>Excellent to Very good:</i> effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	<i>Good to Average:</i> effective but simple constructions, minor problem in complex constructions, several errors of agreement, tense number, word order/function, articles, pronouns, prepositions but meaning confused or obscured
	17-11	<i>Fair to Poor:</i> major problem in simple/complex construction, frequent errors

Score	Points	Criteria
		of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured
	10-5	<i>Very poor:</i> virtually no mastery of sentence construction rules, dominated errors, does not communicate, or not enough to evaluate
Mechanics	(5 points)	
		<i>Excellent to Very good:</i> demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	<i>Good to Average:</i> occasional errors of spelling, punctuation, capitalization, paragraphing <b>but meaning not obscured</b>
	3	<i>Fair to Poor:</i> frequent errors of spelling, punctuation, capitalization, poor handwriting paragraphing, <b>meaning confused or obscured</b>
	2	<i>Very poor:</i> no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

In addition, analytic rubrics have both advantages and disadvantages: they provide useful feedback to learners on areas of strength and weakness, and they can show learners that they have made progress over time in some or all dimensions when the same rubric categories are used repeatedly (Moskal, 2000). On the other hand, “separate scores for different aspects of a student’s writing or speaking performance may be considered artificial in that it does not give the teacher (or student) a good assessment of the "whole" of a performance” (Tedick, 2002).

### **Time**

Another assessment issue of writing skill is the only skill in which the writer himself/herself not thinks of - time which implies the freedom of multiple processes before the complete task. Like producing an artistic work, writer has freedom to shape up their ideas, text, concept, and etc of their writing drafts before their work is presented to public eye. Virtually all real writing prose texts presupposes an extended time period for it to reach the final form including revising and editing processes.

### **Methods of Assessment**

#### **Validity**

The quality that most affects value of a writing assessment is validity. Although dependent on reliability, validity is crucial to fair and meaningful writing assessment. It means that:

- An assessment task must assess what it claims to class.
- An assessment task must assess what has been taught.

Thus, it is not valid to give a writing test that does not require students to write, ask students to write in a genre they have not studied, allows

insufficient time to plan or develop a topic, or requires specialist knowledge they do not have. Davies et al. (1999) stated that establishing validity is one of the basic concerns of all language testing. Evidence for validity can be either internal, concerned with the prompts and the responses they elicit, or external, relating to what is actually being tested and the criteria for judging performance. He also gives the main types of validity as shown in the figure 2.4.

Face validity	The extent to which a test seems valid by test takers or untrained observers
Content validity	Whether the test adequately represents the content of the target area
Criterion validity	How far the test results match those from other tests or writing task
Construct validity	The extent to which an assessment measures particular writing abilities
Consequential validity	The effects of test scores on test takers and on subsequent teaching

Figure 2.4 *Main types of validity*

A number of different types of validity have been identified, each of which provides a slightly different viewpoint on gathering and interpreting data. Face validity means that assessments seem credible in that both teachers and students believe the task measures what it claims to measure. This means that an assessment should be based on an actual writing sample and be relevant to students' out-of-class writing needs. Content validity also addresses authenticity, but it draws on evidence of the topics that writers are required to discuss in target domains, usually

through a thorough needs analysis. Both Face and Content validities can contribute to the test takers' motivation, but they can be challenging for the writing teachers especially in ESP contexts where the learners may have greater expertise and familiarity with the assessed genre.

Meanwhile, Criterion-related validity refers to how well assessment results compare with those from other measures such as a public exam. If the two measures rank candidates in the same way, then the task is seen as having criterion validity. Construct validity concerns the qualities that the tasks measures, how far it actually represents writing abilities. "Construct validity forms the heart of current integrated conceptions of validity which emphasize that tasks should measure both conceptual and linguistic content that interests us, while guaranteeing that they are both useful and clear to those who make use of them", (Messick, 1996).

The last validity, *consequential validity*, refers to the potential consequences of the use of test scores and the impact of a test on educational and social systems. This is not only includes issues of bias and fairness, but also the expectation that the assessment should do not harm to instruction or learning when studying or teaching to a test.

### **Reliability**

A writing assessment task is considered reliable if it measures consistency, both in terms of the same student on different occasions and the same task across different raters. Therefore, it involves minimizing variations in scores caused by factors unrelated to the test.

One response to the problems of reliability has been to make scoring "rater-proof" by using indirect assessment which seek to minimize variation in test

results through the use of objective formats such as multiple choice questions or close tests. These indirect measures are supposed to demonstrate the test takers' knowledge of writing sub-skills such as grammar and sentence construction which are assumed to constitute components of writing abilities. DeMauro (1992) claims that indirect assessments are reliable measures of writing skill, and they are largely concerned with accuracy rather than communications, including classroom assessments are now almost always based on a student-generated-text. He also makes a comparison of direct and indirect measures which is illustrated in Figure 2.5

Indirect assessment	Direct assessment
Claimed objective measurement	Based on production of written texts
High statistical reliability	High validity
Allows standardization	Reflects real-life communicative demand
Inferential judgment of ability	Ability judged directly
Easy to administer	Integrates all elements of writing
Easy to mark	Requires rater training

Figure 2.5 *Features of direct and indirect assessment*

Likewise, Weigle (2002) points out that teachers are often the only evaluators of their students' writing and so they want to feel confident that they are responding consistently across student scripts and that other teacher would evaluate the work in a similar way.

To recap, assessment plays an important role for evaluating students' performance in writing. Hence, teachers should assess students for they can know the feedback and improve their writing abilities.

## **Feedback**

In this section, the researcher reviews main issue on feedback in term of benefits of feedback, definition of feedback, types of feedback, and issues of feedback respectively.

### **Definition of Feedback**

Riley and Mackiewicz (2003) defined feedback is a standard method used by most teachers to provide guidance in revising students writing. In fact, for most writing teachers, it is the preferred and most common form of feedback (Ferris, 1997, 2007). Second language writers usually need written feedback because they often have issues not only with their native language interference but also an incomplete understanding of their second language use (Ferris, 2002; Hyland and Hyland, 2001; Matsuda et al., 2006; Thonus 1999). Moreover, Bangert-Drowns et al defined feedback as a direct interpersonal action between teacher and student which teachers are normally providing in classroom.

### **Benefits of Feedback**

Corrective feedback has been seen as one of many teacher strategies to help learners improve their writing ability (Ferris, 2007; Long, 1997; Ellis, 2007; Bitchener and Knoch, 2010; Hyland 2006). Still, there is no concrete answer to corrective feedback providing. There are controversial issues on giving feedback to learners. There are both advantages and disadvantages of previous research findings. Truscott (1996) mentioned that corrective feedback should not be given to students because it has not had any effects on students' writing ability and he also said that it should be abandoned in education field. On the other hand, many researchers argued with Truscott (Ferris and Robert, 2001; Ferris, Cheyney, Komura, Roberts and McKee, 2000;

Ellis 2010; Sheen 2010), they found that corrective feedback affects on students' writing ability. While, the argumentation still is the issue between educators and researchers in this field, it seems that the focus of feedback has been shifted from does feedback affects on learners' writing ability to how do teachers give corrective feedback and which types of feedback is more effective (Sheen, 2007; Ellis et al, 2008, 2010; Bithchener and Knoch 2008; Hyland 2003). Then, the current trend of giving corrective feedback has focused more on whether such feedback is beneficial to students' development in both short term and long term (Hyland and Hyland, 2007) Moreover, the combination of feedback with other strategies such as mini lessons, workshop, and teacher-student conference has recently seen as more effective providing corrective feedback (Bithchener and Knoch 2008; Hyland 2003). Many previous researchers provide different definition of corrective feedback. To illustrate, Long (1997) stated that corrective feedback is a response which, although communicatively oriented and focused on meaning rather than form, incidentally reformulates all or part of a learner's utterance, thus providing relevant morphology-syntactic information. Furthermore, Ellis (2007) defined that corrective feedback as the process that takes the form of responses to learner utterances containing an error. The responses are other-initiated repairs and can consist of an indication that an error has been committed, provision of the correct target language form, and metalinguistic information about the nature of the error any combination of these.



## Types of Feedback

### Verbal feedback

Verbal feedback is immediate and does not require more than a few seconds of teacher's time or attention. The difficulty of verbal feedback is making it sound sincere rather than mechanical (Siewert, 2011). For example, Good job or Nice going may not have the same effect if it is constantly said to every other students in classroom. Verbal feedback may consist of brief remarks indicating that the correct answer was given. According to Bangert-Drowns et al (1991), when this was the only type of feedback, students did not retain the information. However, Bangert-Drowns et al noted that an incorrect answer that was corrected during instructional time was most likely to be answered correctly later.

### Written Feedback

This type of feedback requires more of teacher's attention and time. The purpose of written feedback is to let students know that they have successfully retrieved information about the concept that has been taught up to a specific point. It also provides students with the opportunity to correct error on their own (Kulhavy, 1997). Kulhavy believed that having the ability to correct one's error would produce the maximum effect in gaining knowledge.

### *Direct Corrective Feedback*

Many previous researchers defined different meaning of direct corrective feedback such as Ellis et al (2008) stated that direct corrective feedback is corrective feedback that supplies learners with the correct target language form when they make an error. In addition, Bitcherner and Knoch (2010) defined direct corrective feedback as that which provides some of the crossing form of direct

correction on linguistic form or structure above or near the linguistic error. It may consist of the provision of the crossing out of an unnecessary word/ phrase/ morpheme, the insertion of a missing word/ phrase/ morpheme, and the provision of the correct form or structure. More recently, direct corrective feedback has included written meta-linguistic explanation (the provision of grammar rules and examples of correct usage) and sometimes oral form-focused instruction (to clarify the written meta-linguistic explanation provided).

Many researchers found that direct corrective feedback are more effective than indirect corrective feedback (Leki, 1991; Hedgecock and Lefkowitz, 1994, 1996; Ferris, 1995; Bitchener, 2008, Wong and Nunan 2011). They also found that direct corrective feedback was more effective on low proficiency students because they needed the teacher's comments and suggestions to rewrite their writing work. They are lack of confidence if they had to edit their own writing without teacher's corrections. Also, Chandler (2003) mentioned that direct corrective feedback help learners notice immediately of correct form which proving by their teacher. He also mentioned that there is not enough information for learners to edit their own work if indirect corrective feedback is provided. Moreover, Bitchener and Knoch (2010b) suggested that only direct corrective feedback can offer students explicit information which is they needed for their better writing.

### ***Indirect Corrective Feedback***

There are many definitions of indirect corrective feedback. For instances, Ellis et al (2008) defined indirect corrective feedback as various strategies that encourage learners to self-correct their errors. Bitchener and Knoch (2010) described indirect corrective feedback as it indicates that in some way an error has

been made but it does not provide a correction. It is typically provided in of two ways: (1) underlining or circling an error and (2) recording in the margin the number errors in given line. Both ways left writer to resolve and correct the problem that has been drawn to their attention.

From previous research results Ferris (2002 cited in D.R. Ferris et al, 2012) mentioned that indirect corrective feedback have long term effects on students' writing abilities than direct corrective feedback. Moreover, Lalande (1982 cited in D.R. Ferris et al, 2012) found that indirect corrective feedback is preferable to learners than direct corrective feedback because it requires students to reflect and solve their own writing ability problems which help grow long term self-monitoring ability.

#### **Teacher-Student Conference**

Many previous researchers mentioned that to be more effective, feedback should be integrate with other strategies and it should allow for response and interaction (e.g. Hyland and Hyland, 2007; Brinko, 1993) and one of the most recent employed of these strategies is the teacher-student conference. Hyland (2006) defined conference as a two-way dialogue (John and Gilchrist, 1999) where meaning and interpretation can be constantly negotiated by both participants, and as a teaching/learning situation. In addition, it is the conversational dialogues (Freedman and Sperling, 1985) with the emphasis on two-way communication between teacher and student. The dialogue between them would help students improve their writing ability (Williams, 2002 cited in Hyland and Hyland 2007). The interactive conference also gives the teacher a chance to respond to the diverse cultural, educational background, writing needs of the students. It would help the teacher in order to

clarify and resolve ambiguities and problems of feedback providing on the students' writing papers.

Moreover, the conference should do nondirective counseling (Roger, 1942 cited in Thomas and Thomas, 1989). It is suggested that the conference should explore three objectives which are (1) problem solving, which includes the approach to the rhetorical situation – writer's instance, audience reaction, subject; (2) skill building, which includes hierarchical thinking, expanding and organizing information, expanding short-term memory, style, syntactic fluency; and (3) content mastery, which includes learning the conversation of writing such as the rules of grammar and mechanics, spelling library use, and appropriate formats.

In addition, Hyland (2000) stated that the conference can give students a clearer idea of their strengths and weaknesses. They also can develop their autonomy, allow them to raise questions on their written feedback, and help them construct a writing revision plan. Both teachers and students seem to be positive thinking about the opportunities in order to discuss more detailed of relevant error and feedback in the conference but the careful conference planning should be applied to ensure that the students participate actively. However, the conference cannot lead to revisions in subsequent drafts but also have lasting effects on improving writing in later assignments (e.g., Patthey-Chavez and Ferris cited in Hyland and Hyland, 2007).

Still, there are some concern issues of teacher-student conference such as psychological and student behavior issues. For psychological parts, many topics had been carefully analyzed such as the gap between a teacher and a student. Ganter (1983) commented that there was gap between the teacher and the student while

they were in one-to-one conference because they had different background, experiences, and etc. So, the teachers should carefully implement their strategies and energies to the conference. They have to be neutral speaker and listener. They do not need to give much personal feeling and show it to the students. They need to be flexible to meet the students' need in order to help them improve their writing ability. However, if there are some students who seem not to like teacher-student conference, there are several things for the teacher to alleviate such difficulties (Hillman, 1983). First, teacher have to communicate an understanding of how difficult writing might be for them, how it's likely that anyone has really helped them with this in the past, how they feel like failures, and how hard it is to keep on trying. In addition, teachers have to carefully choose words to make the conversation comfortable and positive atmosphere. Then, the teacher should point out the positive aspect of the students' work. Then, it would be especially helpful to address areas of improvement which will help temper the impact of teachers' comments. Last but not least, before the conference ends, student would summarize the previous conversation and discuss to the teacher in order to ensure teachers' comment and advice.

There are many previous researchers provides stages for teacher-student conference. For instances, Arbur (1983, cited in Zelnick, 1983) identified seven stages of the conference as engagement, problem exploration, problem identification, agreement on work on the problem together, task assignment, solution, and termination. Zelnick (1983) suggested steps in the conference as the teachers identifies the problem, tests the student's recognition of the error, indicates appropriate corrections, tests the student's understanding of these remedies, and

assigns further exercise to permit the student further opportunities to recognize and repair the error. Blasingame and Bushman (2005) stated that there are three process of talking about writing. They are Praise (What did the writer do well), Question (What questions come to the teacher's mind), Polish (What improvements could be made) (PQP) process.

### **Issues of Feedback**

#### **Corrective Feedback and Autonomy**

Corrective feedback is a way to foster learners' autonomy because they have to response for their own writing revision and edition (Hyland, 2000). Also, Gardner, Links, and Letters (2000) commented that feedback is a way to help learners to monitor their writing abilities. They mentioned that leaners have to set goal of their own revision. Then, they have to revise and edit their writing work.

### **Related Research**

This chapter provides related research to this current study which divided into two sections: oversea research and related research in Thailand respectively.

#### **Oversea Research**

Bitchener, Young, and Cameron (2005) investigated whether the types of feedback (direct, explicit written feedback and student-researcher 5 minute conference; direct, explicit written feedback only; no corrective feedback) given to 53 adult learners on three types of error resulted in improved accuracy in new pieces of writing over a 12 week period. They found that a combination of written feedback and student-researcher 5 minute conference had significant effect on accuracy level but not for overall effect on accuracy improvement for feedback types when the three error categories were considered as a single group. While Paterno (2002)

examined written teacher feedback on selected student papers in an attempt to analyze underlying attitudes embedded in the response episodes. He found out that although the student was highly motivated with an equally high scholastic record, she still depended on her teachers' comments because he was considered an authority and she aimed to please. Moreover, Keh (1990) emphasized her research on how teachers use the process approach to teaching writing skill. She investigated three types of feedback through the process of writing on students' works. They are peer feedback, conferencing, and written comments. She found out that each types of feedback have it own uses and advantages. Peer feedback is versatile, with regards to focus and implementation along the process writing continuum. Overall, students felt that peer feedback was valuable in gaining a wider sense of audience. Conference maybe used at the pre-writing stage and the student felt that it has effective on both written and oral work. Finally written comments are useful for pointing out specific problems, for explaining reasons for them and for making suggestions. Also, Ishii (2011) investigated learners' preferences about a teachers' feedback on second language writing instruction. He surveyed a learner's preferences about a teachers' feedback on writing instruction on Leki's (1991) Questionnaire. The questionnaire was conducted among 101 university students majoring in English language and literature. It revealed the difference between English as a second language and English as a foreign language learners' preference of writing feedback.

According to Jones (2011) studied the feedback process as a way of developing student writing skills and increasing learner autonomy of Japanese university students. The teaching classes followed the process writing method of drafting, revising, and rewriting with feedback given at each stage. Students were

generally motivated to read and respond to feedback at the drafting stage, knowing that they would have the opportunity to rewrite and improve their works. Her research result was successful in term of its primary aims of encouraging students to make use of feedback and to see each essay as the next step in the process of developing their writing, increasing student autonomy and improving the effectiveness of feedback by finding out what feedback students want and responding to it. On the other hand, Liu (2008) investigated twelve university English as second language students' self-edit ability on their writing across two feedback conditions; (1) direct correction with the correction form from teacher and (2) indirect correction which indicates the errors but without providing the correction. The finding showed that providing corrective feedback on students' writing work is not sufficient way to improve students' writing ability. It should be incorporated with others strategies such as mini-lessons or workshops providing different types of errors which meet students' ability. While, Hyland (2003) explored the relationship between teacher feedback and students revision in two academic writing classes. The study looked at all feedback given by teacher to six students incorporating with teacher think aloud protocol, teacher and student interviews and student text. The finding showed that student were all aware that form-focused feedback was unlikely to have immediate effect, they all had a firm belief that repeated feedback would eventually help them but without feedback, they would fail to notice the errors.

Beside, Bitchener and Knoch (2010) investigated effects of different types of feedback on sixty-three advance second language learners at a university in the USA. They found out that written corrective feedback can help advanced second language learners and there may be a differential effect for different types of



feedback on any observed improvement. Last but not least, Ellis, Sheen, Murakami, and Takashima (2008) studied effects of focused and unfocused written corrective feedback on Japanese university students' writing accuracy. They divided the student into two groups. The first group received correction of just article errors on three written narratives while the other group received correction of article errors alongside corrections of others errors. They found out that corrective feedback was effective equally on the students.

### **Research in Thailand**

Syananondh and Padgate (2010) investigated whether using group self-correction in combination with teacher correction could enhance English as foreign Thai students' academic writing skills. The data was from fifty second-year non-English major students. They received training on how to conduct group self-correction and also received teacher correction. The finding of the study showed that group self-correction in combination with teacher correction can enhance the students' academic writing ability. While, Rojanasai (2006) compared English writing skill developments taking place in each phase of obtaining different types of feedback and examined the interaction between different types of feedback and writing competency levels. The data was collected from one-hundred and forty-four nine grade students. They were divided into three groups and each group received different types of feedback which were indirect corrective feedback without teacher correction, direct corrective feedback with teacher correction and indirect corrective feedback with grades but without teacher correction.

## Summary

The literature review in the present study elaborated on writing skill, providing corrective feedback and writing instruction. Therefore, there were three main sections of the literature review. In the first section, writing ability was explained mainly about its definition, importance of writing, types of writing, and how to assess writing ability. The section was explained about how importance of writing and which types of writing should be taught for EFL learners.

Then, in the second section, corrective feedback was described about its definition, benefits of feedback and types of feedback. This section clarified about how corrective feedback effects on EFL learners, which types of feedback should be integrated and how to provide feedback to enhance writing ability.

Last but not least, the third section was focused on writing instruction. The writing approaches for teaching writing were explained. Then, the teaching procedures and stages were reviewed. Therefore, how writing instruction is compatible with corrective feedback providing process.

Therefore, the conceptual framework was developed according to the literature review as see in figure 2.6 below.



Figure 2.6 *Conceptual framework*

### CHAPTER III

#### METHODS

This current study was experimental research which aimed to compare the effects of direct corrective feedback and indirect corrective feedback incorporating with teacher-student conference on upper secondary school students' English social media writing ability. A social media writing course was developed as the context for the study. The two types of feedback were provided over the course of the study. The students' writing tasks were collected and used to measure the effects of the treatment. The students' logs were obtained and analyzed to provide supplementary data.

#### **Population and Participants**

The population of this study was upper secondary school students. The participants were eleventh grade students who were studying in a public school in Samutprakarn province. The researcher selected eleventh grade students because from True Hit survey in 2014, the most frequent Thai users age between twelve to seventeen years old. Also, the researcher selected this school in Samutprakarn province because the school has offered additional courses during the summer school break to eleventh grade students only.

The school's administrators randomly selected two mixed ability classes of eleventh grade students out of ten classes to participate in the study. The numbers of the participants were seventy people of eleventh grade students at the school in the academic year 2013. They were thirty-two of male students and thirty eight of female students. Their age ranges were from sixteen to seventeen. Their English proficiency was from low to high proficiency.

### School Contexts

The current study was conducted in a public secondary school in Samutprakarn province, Thailand. The school provides education from Grades seventh to twelfth. The school curriculum is based on the Basic Education Core Curriculum B.E. 2551.

In regard to English language instruction, eleventh grade students are required to study English as compulsory subjects. Two English courses are provided including.

The first course, English Foundation, is an English core course which emphasizes the study of English language structures, grammar and usage and four main skills. It aims to use the four strands of foreign language as in core curriculum. English core course meets twice a week for fifty minutes in each class time. The second course, English additional course, is an elective course which aims to provide opportunities for students to use English in real-life situations. The course was taught by an English native speaking teacher. The class meets two periods a week for last fifty minutes in each class time.

In addition, according to the school policy, eleventh grade students are required to attend intensive summer courses during the summer school breaks for 15 days in April. The intensive courses offered include math, science, English language and social study. The school provides these summer courses to supplement and to prepare the students for the national exams in grade twelfth.

The present study was conducted during the summer brake of the academic year 2013 which met eight times over the course of two weeks. Each session was a hundred minutes. The instruction was implemented in an English additional course time. The class was conducted after the students finished the irregular classes.

## Research Design

This current study employed the quasi-experimental design with two experimental groups using the cross-functional design (Kumar, 2005). The study explored the effects of two types of written feedback including direct and indirect corrective feedback incorporation with a teacher-student conference. Each experimental group received both types of the treatment after they finished writing two feature articles at different times as shown in Figure 3.1. In each writing task, the two groups received a different treatment. For group A, direct corrective feedback was provided after the students finished writing the first article. Then, indirect corrective feedback was provided after the students finished the second article. Differently, group two, indirect corrective feedback after finishing the first article. Then, direct corrective feedback was provided after they finished the second one.

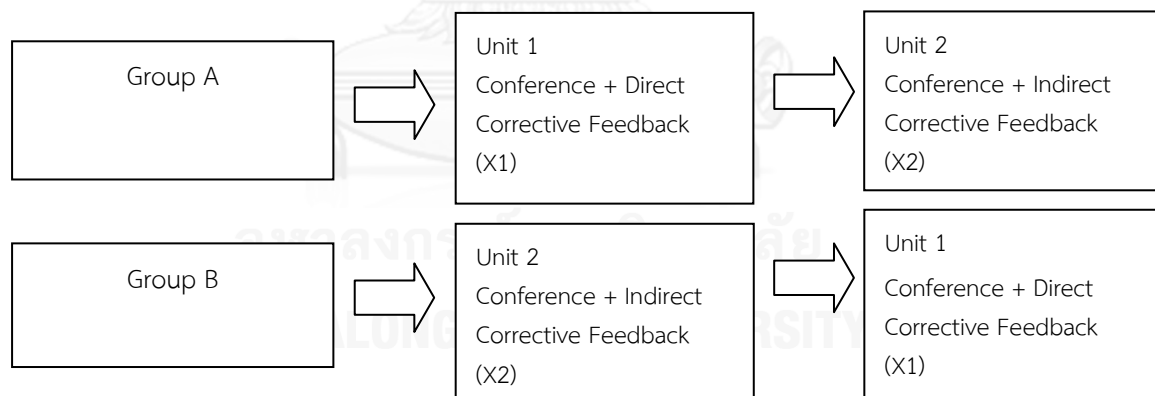


Figure 3.1 *Research design*

### Instructional Instruments

In this study, direct and indirect corrective feedbacks incorporating with teacher-student conference were used as the treatment; therefore, to be able to provide the treatment, a writing course was conducted to provide the platform for the writing process.

The treatment in this study was provided in an intensive writing course entitled “Writing for Social Media” which was designed and taught by the researcher. The course offered in the summer session of the academic year 2013 for eleventh grade students in a public school in Samutprakarn province. The course met eight times and lasted a hundred minutes in each period. The course consisted of two units. The first one focused on how to write an entertainment feature and the other one on a travel feature.

*Table 3.1 Ranking of the most two interesting topics from the results of the topic survey*

Ranks	Topics	Percentages (%)
1	Entertainment	28.6
2	Travel	21.4
3	Food	14.2
4	Books	13.0
5	Arts& Culture	11.4
6	Fashion	7.14
7	IT& Gadgets	4.26
8	Health& Wellness	0
9	Others	0

The objective of this course (Appendix A) was to develop the writing ability of the students. More specifically the course focused on developing the ability to write entertainment and travel features for social media.

The topics of feature articles were selected using a topic survey. The most two topics from the two that received the highest percentages from the survey (see Table 3.1) were used to be the topics of the feature articles. The researcher used the selected topics to design the long range plan (see Appendix B) of the writing course. The course consisted of two units. The first unit focused on how to write an entertainment feature and the second unit focused on how to write a travel feature. Both units were designed based on the process writing model and covered six processes of writing a feature article: topic selection, finding information, writing an outline, setting tone, writing a lead paragraph, and writing a conclusion. The genre of writing in this course was feature writing to match with the participants' English proficiency since feature writing is the type of writing that allows students to use their own opinions, feelings, or inspirations (Hutchinson, 1986). In writing feature articles, they could also use their background knowledge and experiences to create the content (Hutchinson, 1986 and Singleton and Luckhurst, 2000).

### **Instructional Procedures**

In this writing course, process writing model (Scott, 1996) was implemented. This model consisted of six teaching steps which were prewriting, first draft composing, receiving oral feedback, second draft composing, receiving written feedback, and proofreading. The first step was conducted during the class time and the second to the sixth steps were conducted outside the class to allow the students time for composing and editing. The six steps in the process are as follows:

### Prewriting

In this first step, the teacher activated the students' background and experiences to increase the students' involvement. The students were generated ideas and studied key vocabularies by brainstorming and discussion. They also studied sentence structures in this step. Then, teacher showed them the examples of writing pieces to the students aiming to introduce types of the features and the structure of a given feature article in the content of each class through many activities in this stage.

### First draft composing

Students used language forms, vocabularies and ideas which they got from the prewriting stage to write their first draft of a feature article for social media.

### Receiving oral feedback

After the students submitted their first draft of writing, the teacher made an appointment to each student for the teacher-student conference. At this stage, the students received comments after they composed the first draft on content and organization aspects outside classes during lunch time and after the school finished. The detail about how the teacher-student conference was conducted is provided in the following section.

### Second draft composing

After receiving the teacher' oral feedback from the conference, the students revised and edited their articles. They had four days after they received the oral feedback to edit their work.



### Receiving written feedback

After submitted the second draft of writing, the teacher provided two types of written feedback to the students. In this writing stage, the feedback was provided outside class time. For direct corrective feedback, the teacher marked the errors and provided corrections. On the other hand, the teacher provided only feedback symbols for indirect corrective feedback.

### Final draft composing

After receiving the teacher' written feedback, the students revised and edited their article based on the written comments. The draft was the final draft of each task which was then scored using the scoring rubrics.

### Instructional Procedures

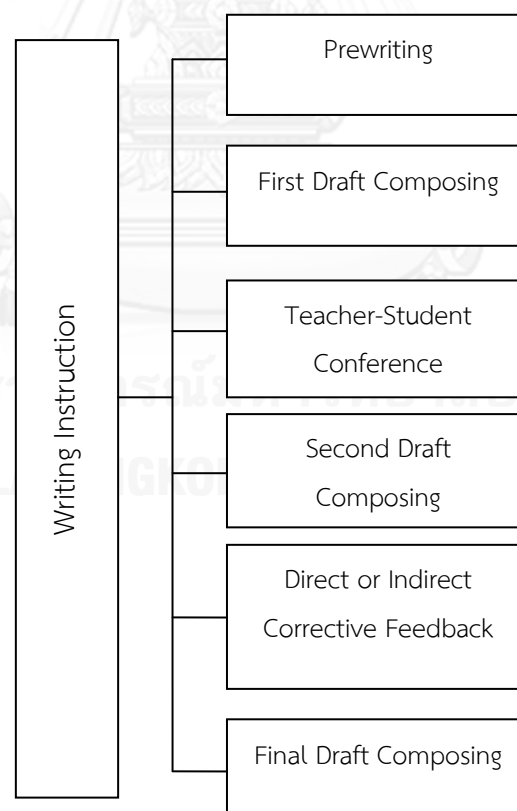


Figure 3.2 *Instructional procedures*

### Verifying the Effectiveness of the Unit Plan

To ensure the quality of the unit plans and handouts (see Appendix C), they were submitted to three experts to examine the appropriateness of teaching steps, teacher's instruction, content of the teaching, example articles, activities, tasks, and handouts. The experts were asked to provide qualitative comments. Consequently, two evaluation forms (see Appendix E) were constructed. The first evaluation form aimed to evaluate overall unit plans in terms of the appropriate of teaching steps and content of the teaching. The second evaluation form aimed to evaluate the individual unit plan in terms of the learning outcomes, teacher's instruction, instructional materials, as well as time and activities. The following section described the experts' comments.

#### Overall unit plans: Articles and worksheet

Expert 1:

*Before revision:* Lots of new vocabularies in the articles

*Experts' comments:* Should let students use a dictionary for finding new vocabularies

Expert 3:

*Before revision:* Lots of new vocabularies in the articles

*Experts' comments:* Should provide students some dictation in the class

#### Individual unit plan: Unit Plan 1

Expert 1:

Lesson 1: Introduction to Social Media

*Before revision:* Only positive side of social media was introduced.

**Experts' comments:** There are both sides of social media; positive and negative. students should notice the both sides in order to use it most effectively and carefully.

**Expert 2:**

### **Lesson 2: Introduction to Entertainment Features**

**Before revision:** Not enough prompts were used to activate the students' background knowledge

**Experts' comments:** Prompts should be added in order to help activate the students' background knowledge

After the revision of unit plans and materials, the unit plan one and the materials were piloted with forty students who were studying at Grade eleven at a public school in Samutprakarn province in semester two, Academic Year 2014. From the reseacher' observation, the students showed their interests in how to write a feature for social media. They enjoyed the activites maybe because most of the activities were related to social media. Also, they seemed to like the example articles because they were up-to-date and the students shared the same knowledge background with the articles.

### **Feedback**

In the third and the fifth steps of the teaching procedures, two types of feedback were provided to the students; teacher-student conference and written corrective feedback.

#### ***Teacher-student conference***

The conference was conducted after the students after composed the first draft. The conference focused on the aspects of content and organization

accuracy. The conference took place outside of class during the lunch time and after classes. The conference was divided into three steps as follows. First, the teacher praised to help the students notice their good points in the writing. Then, the teacher questioned to help the students notice their problems in the writing. Last, teacher polished to help the students notice what they could improve in the writing. The conference took place in a private room in order to keep the privacy of the students. Each conference was around fifteen minutes. The teacher used Thai language to conduct each session. There were two ways communications in the conference. The teacher gave back the students' first draft of writing. Then, both of them discussed about the aspects of their writing together. Students could also ask back some questions to the teacher regarding to their writing problems. The conference steps were adapted from Blasingame and Bushman (2005) and Beach (1989) in order to shape and control teacher and student conversation and discussion.

1. Praise – The teacher asked questions in order to help the students notice good points in their own writing. The examples of the questions were as follow:

- 1.1 What were some specific parts of your writing?

- 1.2 How would you describe your obvious point of view in this section?

- 1.3 How would you describe your organization/ your word choice/ your ideas?

2. Question – The teacher asked questions in order to help the students notice the problems in their own writing.

2.1 What were you trying to say or to show in this section?

2.2 What were you trying to do in this section?

2.3 What were some problems you perceive in your writing?

3. Polish – The teacher asked questions in order to help the students notice what improvement could be made in the revision stage of writing. The examples of the questions were as follow:

3.1 What were some changes you can make to deal with these problems?

### ***Written Feedback***

Two types of written corrective feedback were employed as the treatment in this study. The written feedback was given to the students after they compose the second draft. The teacher written corrective feedback focused on content substantive, organization, vocabulary, language use and mechanics. The two types of feedback; direct and indirect corrective feedback were provided to the students in different writing tasks.

To provide direct corrective feedback, the teacher circled the students' error and provided correction while to provide indirect corrective feedback, the teacher put feedback symbol and underline on the student's error without providing any correction (see Appendix F). For indirect corrective feedback providing, the researcher did the orientation to the students about the feedback symbol before the course started for one period time of class.

### **Research Instruments**

In the present study, three research instruments were used to measure the students' writing ability. The details for each instrument are shown below.

Table 3.2 *Research instrument and data analysis*

Instrument	Objectives	Data Analysis
<b>Feature Writing</b>	To measure participants' writing ability	Mean Standard Deviation T-Test/ Chi-square
<b>Students' logs</b>	To explore learners' opinions towards the treatments	Content analysis

### 1. Writing tasks

Writing tasks in this current study was feature writing. The feature writing for social media was used to measure the participants' English writing ability. The feature writing was selected to be the research instruments because this type of writing could be inspired on the writers' general interests (Singleton and Luckhurst, 2000). They seemed to be more personalized and individualized than other types of Social Media writing.

In this current study, feature writing was a review article (see Appendix G). It was an in-depth and investigate review piece of writing where the content could be inspired by the students themselves. The most two selected topics from needs analysis were implemented to the feature writing tasks. They were entertainment and travel respectively. In this study, an entertainment feature was a review of music, celebrities, or movie while a travel feature was a review of a destination or a hotel. The instrument aimed at investigating writing ability so features were assigned to be the tasks to measure students' writing ability. The participants were asked to

write two tasks. They selected their own topics under the topics of entertainment and travel features. For the two writing tasks in this study, each group of the participants needed to finish the writing tasks differently.

For group one, students wrote an entertainment feature for writing task 1 and a travel feature for writing task 2. Meanwhile, the other group wrote a travel feature for writing task 1 and an entertainment feature for writing task 2.

The analytical scoring rubric (see Appendix I) from Weir (1990) that merged with feature writing editing from Hodgson (1996) were used to assess the students' English online media writing ability in five aspects which were accuracy (relevance and adequacy of content), grammar/structure, organization, style and mechanics. Although Weir (1990) is for academic writing proposal and Hodgson (1996) is for media feature writing proposal, their aspects of writing examining are the same which were accuracy (relevance and adequacy of content), grammar/structure, organization, and mechanics aspects except the style aspect which only feature writing editing should provide. So, all the same four aspects and one different were merged to use in the scoring rubric in this study. The scoring rubric were validated the reliability by the experts. To ensure the reliability of the scoring, the researcher were trained with an English Writing for Mass Media course instructor who teaches at a private university in Samutprakarn province on how to score the writing tasks. The writing tasks in this process were from the pilot class of the unit plan one in this study. Then, the results of the scoring from the researcher and the expert were compared and discussed until a consensus was reached.

## 2. Students' Logs

The participants' opinions towards direct and indirect corrective feedback were collected by the logs. The students expressed their opinions into the logs after they finished each task. The students wrote their logs in English. Each student wrote two logs over the course of the study. They wrote their logs as a hard copy at home and send it by hand in the next period of the course. There were questions guided for the students to answer.

- What do you think about the feedback?
- What do you think about the writing tasks?
- How direct and indirect corrective feedback help you to improve your writing?
- Which type of feedback is the most effective way for your learning?
- What do you think about teacher-student conference?
- How teacher-student conference helps you to improve your writing?

The questions were validated the validity by three English language experts. Before, the students started writing logs, they were provided with an orientation on how to write a log.

### Data Collection

The data were collected during a writing course entitled "Writing for Social Media". The course was conducted over fifteen periods during the summer brake.

The data were collected from the writing tasks and students' logs. For the writing tasks, the students were assigned to write two tasks of feature articles. Each



task consisted of three drafts but only the final draft was scored and used for the analysis. For the logs, the students were asked to write two logs (one after each task) to express their opinions toward the direct and indirect corrective feedback incorporating with teacher-student conference.

### Data Analysis

Table 3.3 *data analysis methods*

Groups	Task 1	Task 2
1	Direct feedback	Indirect feedback
2	Indirect feedback	Direct feedback

The data were analyzed based on the four research questions as follows.

#### Data analysis for Research Question 1

To analyze the data to answer the Research Question number 1, the researcher divided the answer into two sessions. The data from the writing tasks were analyzed as shown in Table 3.1, the students in group 1 received direct corrective feedback when writing task 1 and indirect corrective feedback when writing task 2 whereas group 2 received indirect corrective feedback first when writing task 1 and direct corrective feedback when writing task 2. To examine the effects of different types of corrective feedback on students' writing ability, two steps of data analysis were analyzed. First, the mean scores from task 1 and task 2 within each group were compared by a paired-sample t-test. Then, the effect size was analyzed to examine the magnitude of the treatment on students' writing ability.

Second, comparing across group, the mean scores of task 1 of the two groups were compared with each other and the mean scores of task 2 of the two

groups were compared. Both sets of the mean scores were compared using a paired-sample t-test. Consistently with the first step, the effect size was analyzed to examine the magnitude of the effects.

### **Data analysis for Research Question 2 and 3**

To analyze the data to answer the Research Questions number 2 and 3, the students were classified into three groups based on the grade of the English core course that they took in the previous semester. The high proficiency students were the students who had obtained grade 4 from the previous course. The low proficiency students were the students who had grade 0 and 1. The rest were the one who receiving grade 2 and 3. Only the data from the high and low proficiency groups were used for these Research Questions.

The mean score of the writing task after receiving direct corrective feedback and the mean score of the writing task after receiving indirect corrective feedback of each group were compared using non-parametric chi-square test. Effect size was not used in these two Research Questions because the small size of numbers of the high and low proficiency group.

### **Data analysis for Research Question 4**

To answer Research Question number 4, the data from the students' logs were used. The data was analyzed using content analysis. The students' logs from the two tasks were read for the keywords, phrases or sentences that match with the categories for content analysis, shown in Table 3.4. There were three categories related to direct corrective feedback and three categories related to indirect corrective feedback as show in Table 3.2. These categories were developed from the findings from previous studies about the effects of these two types of

feedback ((Ferris and Robert, 2001; Ferris, Cheyney, Komura, Roberts and McKee, 2000; Ellis 2010; Sheen 2007 and 2010; Bichener and Knoch, 2010; Ellis, Sheen, Murakami and Takashima, 2008).



Table 3.4 *Categories of content analysis*

Aspects	Keywords
<b>Direct Corrective Feedback</b>	
<b>1. Improvement on writing</b>	1.1 usefulness, advantage
The improvement of students' writing concerning content, organization, vocabulary, language use and mechanics.	1.2 improves, develops 1.3 makes progress 1.4 better understanding
<b>2. Time Consuming</b>	
The treatments consume loads of time	2.1 spend a lot of time
<b>3. Extensive Workload</b>	
The amount of draft writing that the students will be assigned to work	3.1 a lot of draft writing
<b>1. Self-monitoring and self-editing</b>	
Students' realization in their current writing level. Students will identify what are their strength and weakness of writing. They are willing to improve their writing to be better	1.1 self-edit 1.2 self-correct 1.3 self-monitor 1.4 self-revise
<b>2. Time Consuming</b>	
The treatments consume loads of time	2.1 spend a lot of time
<b>3. Extensive Workload</b>	
The amount of draft writing that the students will be assigned to work	3.1 a lot of draft writing

To ensure the reliability of the content analysis, the researcher read each students' logs four times to check whether the coding was consistency.



## CHAPTER IV

### RESULTS

This chapter presents the findings of the current study concerning the effects of different types of corrective feedback incorporating with teacher-student conference on upper secondary school students' English writing ability. The study was conducted in a public school in Samutprakarn province with eleventh grade students

An English writing instruction entitled "Writing for Social Media" was developed to provide the context for the study. The course consisted of two units and met for 100 minutes each time. The participants were asked to write two writing tasks, entertainment and travel feature articles. In each task, the students had to write three drafts. After the first draft, a teacher-student conference was provided. Then, after the second draft, written corrective feedbacks were provided. Then, the students wrote their final draft.

The quantitative data obtained from this course were scores from two writing tasks. They were used to report the participants' writing ability after receiving the treatment. The data were analyzed by using descriptive statistic and paired-sample t-test. For the participants' opinions toward the treatment, the data obtained from the students' logs were analyzed by using content analysis.

The findings from the writing tasks, the logs are presented in the order of the research questions in the following section.

*Research Question 1: Of the two treatments (direct corrective feedback incorporating with teacher-student conference and indirect corrective feedback incorporating with teacher-student conference), which one affects upper secondary school students' English social media writing ability the most?*

To compare the effects of the direct corrective feedback and the indirect corrective feedback incorporating with teacher-student conference, the data were compared in two ways; within groups and between groups. For group 1, task 1 was the mean score after receiving direct corrective feedback while task 2 was the mean score after receiving indirect corrective feedback. On the other hand, for group 2, task 1 was the mean score after receiving indirect corrective feedback while task 2 was the mean score after receiving direct corrective feedback

First, the scores of task 1 and task 2 were compared within each group of the participants. Second, the scores of task 1 of the two groups were compared and the mean scores of task 2 of the two groups were compared in order to confirm the effects of the treatment. The data were analyzed by means, standard deviation and t-test as shown below.

Table 4.1 *Within group comparison of the effects of direct corrective feedback and indirect corrective feedback incorporating with teacher-student conference on students' English writing ability*

	Direct Feedback		Indirect Feedback		t	df	mean difference	p
	M	SD	M	SD				
Group 1 (N=35)	8.49	1.634	7.37	1.536	6.844	34	1.114	.000*
Group 2 (N=35)	8.60	1.786	7.03	1.599	11.952	34	1.571	.000*

\*p<0.05

As shown in Table 4.1, both mean scores of task 1 were higher than both mean scores of task 2 of the both two groups.

To elaborate, both mean scores of task 1 (8.49 and 8.60) differed significantly than both mean scores of task 2 of the two groups (7.37 and 7.03) at significant level of  $p < 0.05$ . The full scores of each task were 15 points and the mean differences of the two groups were 1.114 and 1.571 respectively. The effect size value of the two group obtained from the analysis were 0.70 and 0.92 respectively which were the large effect. This indicated that direct corrective feedback helped improve upper secondary school students' writing ability.



Table 4.2 *Between groups comparison of the tasks of direct corrective feedback and indirect corrective feedback incorporating with teacher-student conference on students' English writing ability*

	Group 1		Group 2		t	df	mean difference	p
	M	SD	M	SD				
	Direct Feedback		Indirect Feedback					
Task 1	8.49	1.634	7.03	1.599	4.042	34	1.457	.000*
	Indirect Feedback		Direct Feedback					
Task 2	7.37	1.536	8.60	1.786	3.140	34	1.229	.003*

(N=70) \*p<0.05

As shown in table 4.2, for task 1, mean score of group 1 was higher than mean score of group 2. For task 2, mean score of group 2 was higher than mean score of group 1.

To elaborate, for task 1, mean score of group 1 (8.49) differed significantly than mean score of group 2 (7.03) at significant level of  $p < 0.05$ . The full scores of the task were 15 points and the mean difference was 1.457. The effect size value obtained from the analysis was 0.86 which was the large effect. This indicated that direct corrective feedback helped improve upper secondary school students' writing ability.

For task 2, mean score of group 2 (8.60) differed significantly than mean score of group 1 (7.37) at significant level of  $p < 0.05$ . The full score of the task was 15 points and the mean difference was 1.229. The effect size value obtained from the

analysis was 0.73 which was the large effect. This indicated that direct corrective feedback helped improve upper secondary school students' writing ability.

**Research Question 2: *Of the two treatments (direct corrective feedback incorporating teacher-student conference and indirect corrective feedback incorporating teacher-student conference), which one affect high proficiency upper secondary school students' English social media writing ability the most?***

To investigate the effects of direct corrective feedback and indirect corrective feedback incorporating with teacher-student conference on high proficiency students' writing ability, the data were analyzed by mean score, standard deviation, and chi-square as shown in table 4.3.

Table 4.3 *Comparison of direct corrective feedback incorporating with teacher-student conference and indirect corrective feedback incorporating with teacher-student conference on high and low proficiency students' English writing ability*

	Direct Feedback				Indirect Feedback			
	M	SD	p	m/df	M	SD	p	m/df
High Proficiency (N=24)	9.71	.908	.003*	4	8.46	.977	.006*	3.583
Low Proficiency (N=16)	6.75	.931	.139	1.83	5.72	.500	.317	1

\*p<0.05

As shown in Table 4.3, for high proficiency students' writing ability, the mean score of a writing task after receiving direct corrective feedback was higher than mean score of a writing task after receiving indirect corrective feedback.

To elaborate, for high proficiency students' writing ability, the mean score of a writing task after receiving direct corrective feedback (9.71) differed significantly than the mean score of a writing task after receiving indirect corrective feedback (8.46) at significant level of  $p < 0.05$ . The full scores of each task were 15 points.

**Research Question 3: *Of the two treatments (direct corrective feedback incorporating teacher-student conference and indirect corrective feedback incorporating teacher-student conference), which one affect low proficiency upper secondary school students' English social media writing ability the most?***

To investigate the effects of direct corrective feedback and indirect corrective feedback incorporating with teacher-student conference on low proficiency students' writing ability, the data were analyzed by mean score, standard deviation, and chi-square test as shown in Table 4.3.

For low proficiency students' English writing ability, the mean score of a writing task after receiving direct corrective feedback was higher than the mean score of a writing task receiving indirect corrective feedback. The full scores of each task were 15 points.

To elaborate, both mean scores of a writing task after receiving direct corrective feedback and a writing task after receiving indirect corrective feedback did not differ significantly.

**Research Question 4: *What are learners' opinions toward direct corrective feedback incorporating with teacher-student conference and indirect corrective feedback incorporating with teacher-student conference on English social media writing ability improvement?***

To explore the learners' opinions toward direct corrective feedback incorporating with teacher-student conference and indirect corrective feedback incorporating with teacher-student conference, the data from students' logs were analyzed using content analysis.

### Students' Logs

The researcher used students' logs to explore the participants' opinions toward the treatments and used content analysis to analyze the qualitative data in this part.

The participants were asked to write students' logs every time after they finished the final draft of the two tasks. The students were given a list of questions that help guide them to write their opinions about the feedbacks.

Table 4.4 Participants' opinion towards different types of corrective feedbacks incorporating with teacher-student conference

Student's opinions	Frequencies of keywords in the answer (N = 123 )	Percentages (%)
<b>Direct Feedback</b>		
1. Improvement on writing	34	27.7
2. Time consuming	14	11.3
3. Extensive workload	16	13.0
<b>Indirect Feedback</b>		
1. Self-monitoring and self-editing	25	20.3
2. Time consuming	12	9.8
3. Extensive workload	19	15.4

The result from the table showed that the students thought that their writing improved after they had receiving direct corrective feedback while they thought that they could self-monitor their level of writing proficiency and self-edit on their own writing errors after they received indirect corrective feedback.

On the other hands, the students thought that both types of the feedbacks had two limitations. They were time consuming because they had to spend time on their writing. Also, there were extensive workloads because they had to write three writing drafts on each feature article.

The following students' logs excerpts showed the content analysis of the two categories including direct feedback and indirect feedback.

*Direct corrective feedback*

Aspects: Improvement on writing

The data analysis showed that the participants' opinions toward the improvement on writing were positive. They thought that the treatments have helped them improve their English writing ability. There were two categories of English writing ability improvement including writing skills and English grammar.

*Writing skills*

Excerpt 1

Question: What do you think about the feedback?

SL 4: I think it was useful to develop my English writing skill.

Excerpt 2

Question: How direct corrective feedback help you to improve you writing?

SL 19: I can learn how to use information and organize it to match with the topic.

Excerpt 3

Question: What do you think about the feedback?

SL 25: I know how to select a topic and how to find suitable information for the topic.

As shown in excerpt in 1 to 3, the students have improved their writing skills after they had received both oral and written feedbacks. They thought that the feedbacks have helped them improve their writing skills.

*English grammar skill*Excerpt 1

Question: What do you think about the feedback?

SL 8: I think it was useful. I can improve my English grammar usage.

Excerpt 2

Question: How direct corrective feedback helps you to improve your writing?

SL 12: It helped me notice my English grammar mistakes.

Excerpt 3

Question: How direct corrective feedback helps you to improve your writing?

SL 27: My English grammar and writing skills were better.

As shown in excerpt 1 to 3, the participants have developed their English grammar proficiency after they had received written feedback. They thought that the feedback have helped them develop their English grammar proficiency.

*Indirect corrective feedback*

*Positive opinions: self-monitoring and self-editing*

The data analysis showed that the participants' opinions toward self-monitoring and self-editing were positive. They thought that the treatments help them to improve their self-monitoring and self-editing.

Excerpt 1

Question: What do you think about the feedback?

SL 19: I could know how to correct my mistakes.

Excerpt 2

Question: How indirect corrective feedback helps you to improve your writing?

SL 25: I could monitor my English grammar mistakes.

Excerpt 3

Question: How indirect corrective feedback helps you to improve your writing?

SL 30: I edited the correction by myself.

As shown in excerpt 1 to 3, the students have enhanced their autonomy in term of self-monitoring and self-editing. They have monitored their own writing works and edited their own errors.

*Limitations: time consuming and extensive workload*

There were two categories of limitations of the treatments. They were time consuming and extensive workload. The data revealed that the students thought that they had spent time on their writing and they also thought that they had to write many writing drafts.

*Time consuming*Excerpt 1

Question: What do you think about the time of writing?

SI 5: It was very time consuming on writing.

Excerpt 2

Question: What do you think about the time of writing?

SI 13: I spent a lot of time on writing and a conference.

Excerpt 3

Question: What do you think about the time of writing?

SI 19: Yes, very much time consuming.

As shown in excerpt 1 to 3, the students have agreed that there was time consuming. They explained that they had to spend time on writing feature articles and a conference.

*Extensive workload*Excerpt 1

Question: What do you think about writing drafts?

SI 21: There were lots of drafts writing.

Excerpt 2

Question: What do you think about writing drafts?

SI 31: I had to write four drafts before the final paper.

Excerpt 3

Question: What do you think about writing drafts?

SI 35: Yes, there were many drafts.



As shown in excerpt 1 to 3, the students agreed that there were many drafts of writing. They had to write many drafts of feature articles. There were three drafts of each task.

*Preferred types of corrective feedback*

The data showed that students preferred direct corrective feedback than indirect corrective feedback. They thought direct corrective feedback was more easily to understand. Also, the students thought that they can learn better with direct corrective feedback and they thought it was more effective way than indirect corrective feedback.

Excerpt 1

Question: Which type of feedback is the most effective way for your learning?

SL 8: I think direct corrective feedback was the most effective way. It was easier than indirect corrective feedback.

Excerpt 2

Question: Which type of feedback is the most effective way for your learning?

SL 11: I preferred direct corrective feedback more than indirect corrective feedback. I understand it better.

Excerpt 3

Question: Which type of feedback is the most effective way for your learning?

SL 22: I like direct corrective feedback more than indirect corrective feedback.

As shown in excerpt 1 to 3, the students preferred direct corrective feedback more than indirect corrective feedback.

In summary, the participants' opinions toward the treatments were as follow. First, for direct corrective feedback, they thought that the treatment help them improve on their writing especially in grammar usage. On the other hand, they thought that the treatments were very time consuming. They had to spend time on their writing tasks and the teacher-student conference. They also thought that there were extensive workloads when it came to the writing tasks. They had to write four pieces of writing for each writing task.

Second, for indirect corrective feedback, the participants thought that they could do the self-monitoring and self-editing while they were given the treatments. They could learn English by themselves and had more self-discipline on what the assignments. Even though, they thought that the treatments were very time consuming. They had to spend time on their writing tasks and the teacher-student conference. They also thought that there were extensive workloads when it came to the writing tasks. They had to write four pieces of writing works for each writing task.

Finally, the students had preferred direct corrective feedback than indirect corrective feedback. They thought that direct corrective feedback had helped them improve more than indirect corrective feedback on their English learning and study.

## CHAPTER V

### DISCUSSIONS

This chapter presents a summary of the study, main findings and the discussion of the findings in comparison with previous studies. Also, the limitations of the study, pedagogical implications and recommendations for future studies are included.

#### Summary of the Study

This research employed the quasi experimental design with two experimental groups using the cross-functional design (Kumar, 2007). The participants were seventy eleven grade Thai students who studied at a government school in Samutprakarn province in the second semester of the academic year 2013.

The direct corrective feedbacks and indirect corrective feedback incorporating with teacher-student conference were implemented in an English social media writing course. The course consisted of two units. In each unit, the students developed a feature article for social media, the one on the topic of traveling and the other entertainment. The six steps of teaching instruction (Scott, 1996) were as follows: pre-writing, first draft composing, feedback providing, second draft composing, and final draft composing. The treatment was provided during the process of writing course. Teacher-student conference was conducted after the first draft composing. Direct and indirect corrective feedback was provided after the second draft.

The social media writing course was conducted during the summer brake of the academic year 2013. The research instruments were writing tasks and students' logs. The data obtained from the tasks were to investigate which corrective feedback

incorporating with teacher-student conference had more effects on upper secondary school students' social media writing. The differences in the mean scores of the tasks after receiving the difference feedback were investigated using mean scores, standard deviation, and a sample t-test. In addition, the scores were to investigate the effects of two types of corrective feedback incorporating with teacher-student conference on social media writing ability of high and low proficiency upper secondary school students. The data were analyzed using mean scores, standard deviation, and chi-square. Lastly, students' opinions toward the feedback were explored using of students' logs. The data from the logs were analyzed using content analysis.

### Findings

The study revealed four main findings accordingly to the four proposed research questions.

First, the data revealed that direct corrective feedback incorporating with teacher-student conference had more effects on upper secondary school students' English writing ability than indirect corrective feedback incorporating with teacher-student conference.

Second, direct corrective feedback incorporating with teacher-student conference had more effects on high proficiency upper secondary school students' English writing ability than indirect corrective feedback incorporating with teacher-student conference. Third, both direct corrective feedback and indirect corrective feedback incorporating with teacher-student conference had no significant effects on low proficiency upper secondary school students' English writing ability.

Last but not least, three aspects were found after the students related to direct corrective feedback and the other three related to indirect corrective feedback

as follows. The students thought that direct corrective feedback could help them in term of improve their English proficiency. On the other hands, they agreed that the treatments were time consuming and there were lots of extensive workloads. They had to spend time on writing and conferencing. They also had to write many drafts of the tasks.

### Discussions

In this study, the data revealed that direct corrective feedback incorporating with teacher-student conference had more effects than indirect corrective feedback on students' English social media writing ability. The finding is consistent with previous studies including Ferris (2006), Ferris and Robert (2001), Ferris, Cheyney, Komura, Roberts and McKee (2000), Ellis (2010), Sheen (2007, 2010), Bichener and Knoch, (2010), Ellis, Sheen, Murakami and Takashima (2008), Ellis (2010), Chandler (2003), and Hyland (2003).

A possible explanation why direct corrective feedback incorporating with teacher-student conference had more effects than indirect corrective feedback incorporating with teacher-student conference on students' writing ability because probably that the students need teacher's writing corrections on their papers as Ferris (2002). Ferris mentioned that learners need intervention from their teacher to help in improving their writing. Also, students needed their errors to be corrected and they would be upset if error correction were not provided to them by their teachers (Leki, 1991; Hedgecock and Lefkowitz, 1994, 1996; Ferris, 1995). Chandler (2003) explained that direct corrective feedback let the students notice the correct form of their errors instantly which may help the student write their writing better.

On the contrary, indirect corrective feedback did not provide enough information to help the students edit their work. So, they may not know how to and write their work

For research question 2 and 3 which revealed that direct corrective feedback incorporating with teacher conference had more effects on high proficiency students' writing ability than indirect corrective feedback incorporating with teacher-student conference. While, both direct corrective feedback and indirect corrective feedback incorporating with teacher conference had no effects on low proficiency students' writing ability. These two findings are not consistent with previous studies including Bitchener (2008); Nunan (2011); Ferris (1995, 2002); Leki, (1991); and Hedgecock and Lefkowitz (1994, 1996). In these study, the low proficiency students tended to be affects by direct corrective feedback more than indirect corrective feedback.

This surprisingly findings may due to the intensive nature of the course. The low proficiency students may need more time to learn how to use feedback to help them improve their writing. While, the high proficiency students may develop their understanding about the edition process and the benefits from thr feedback more significantly. Also, the students possibly are not familiar with the correction symbols used in the indirect corrective feedback. Form the students' logs, some students reflected the difficulty with the symbol. For example, observing from the students' revisions, some students only made changes according to the teacher' s corrections but they did not learn from the corrections. So, they did not receive high scores on both of the writing tasks.

Last, the data from the opinion questionnaire showed that the students preferred direct corrective feedback than indirect corrective feedback. They thought

that direct corrective feedback could help them learn and understand more about their English writing and help them improve their English writing more effectively. In addition, they thought that they could develop their self-monitoring and self-editing. However, the students commented that they had to spend a lot of time in the process of writing the two tasks. This finding supports the argumentation from several studies (Leki, 1991; Hedgecock and Lefkowitz, 1994, 1996; Ferris, 1995) that concluded that learners preferred their errors to be corrected and would be upset when error corrections were not provided.

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

The main limitations in this present study were as follow. First, a limitation which might affect the implication of this study was that the students were lack of background knowledge of feedback especially about correction symbols used in indirect corrective feedback. The students were introduced to the symbols only once in the orientation of the course and they might not have had experiences using these before. Some of the participants mentioned that they could not remember the entire symbols so that when they had to interpret the symbols, it was very difficult for them. This limitation with the correction symbols may affect the scores of the writing tasks that indirect corrective feedback incorporating with teacher-student conference was provided.

#### **Pedagogical Implications**

The findings from the present study suggested the following pedagogical implication.

First, the findings supported that English teachers should provide direct corrective feedback incorporating with teacher-student conference to enhance

students' English writing proficiency. Second, since in this study that the students were not familiar with correction symbols, to help the students benefit from indirect corrective feedback, training on the use of the symbols will be necessary. Last but not least, in conduction a teacher-student, the students should understand the purpose of the conference clearly, so they could make use of the conference effectively. In this study, some students commented that the conference was time consuming. They did not see the benefits of the conference clearly.

#### **Recommendations for Future Research Studies**

The findings from this study generated a recommendation for further study that it could be conducted with low proficiency students to help them improve their English proficiency and writing ability.



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APPENDICES

จุฬาลงกรณ์มหาวิทยาลัย  
**CHULALONGKORN UNIVERSITY**



## Appendix A

### Course Syllabus

1. Course Title:	Writing for Social Media
2. Credits Hours:	2 credits
3. Semester:	Summer
4. Academic Year:	2013
5. Instructor:	Kamonporn Ongphet
6. Status:	Additional Course
7. Hours/ Day	2 hours/ day
8. Course level:	Grade 11
9. Course Description:	

Social media and its importance; feature writing; elements of a feature writing; selecting a topic; finding information; writing an outline; setting tone; writing a lead paragraph; writing a body paragraph, writing a conclusion paragraph.

#### 10. Learning Outcomes:

1. Students will be able to identify social media and their importance.
2. Students will be able to write an entertainment feature and a travel feature.
3. Students will be able to identify elements of an entertainment feature and a travel feature.
4. Students will be able to select a topic of an entertainment feature and a travel feature.
5. Students will be able to find information for an entertainment feature and a travel feature.

6. Students will be able to write an outline of an entertainment feature and a travel feature.

7. Students will be able to set tone of an entertainment feature and a travel feature.

8. Students will be able to write a lead paragraph of an entertainment feature and a travel feature.

9. Students will be able to write a body paragraph for an entertainment and a travel feature.

10. Students will be able to write a conclusion paragraph for an entertainment and a travel feature.

#### 11. Assessments:

Class attendance and participation 10%

Assignments

-Entertainment feature

- Draft one 10%
- Draft two 10%
- Draft three 15%
- Final project 10%

-Travel feature

- Draft one 10%
- Draft two 10%
- Draft three 15%
- Final project 10%
- **Total 100%**

## Long-range Plan

Unit	Content	Steps of Teaching	
		Inside Class	Outside Class
1	Introduction to Social Media -The purposes of new media -How is it important? -Types of social media	-Pre-writing	
	Introduction to Entertainment Features -What are entertainment features? -Types of entertainment features -How to select a topic for an entertainment feature Task: Selecting a topic	-Pre-writing	
	Finding Information for Entertainment Features. -How to find information for entertainment features Task: Finding information	-Pre-writing	
	Writing an outline for Entertainment Features. -How to write an outline for entertainment features Task: Writing an outline	-Pre-writing	
	Setting Tone for Entertainment Features -How to set tone for entertainment features. Task: Setting tone	-Pre-writing	
	Writing a Lead Paragraph in Entertainment Features -How to write a lead paragraph in entertainment	-Pre-writing	

	features. Task: Writing a lead paragraph		
	Writing a Body Paragraph in Entertainment Feature -How to write a body paragraph in entertainment features Task: Writing a body paragraph	-Pre-writing	
	Writing a Conclusion in Entertainment Feature -How to write a conclusion paragraph in entertainment features Task: Writing a conclusion paragraph	-Pre-writing	First Draft Composing
2	Introduction to Travel Features -What are travel features? -Types of travel features? -How to select a topic for a travel feature. Task: Selecting a topic	-Pre-writing	Giving Feedback
	Finding Information for Travel Features -How to find information for travel features. Task: Writing interview questions	-Pre-writing	Second Draft Composing
	Writing an outline for Entertainment Features. - How to write an outline for entertainment features.	-Pre-writing	Giving Feedback
	Setting Tone for Travel Features -How to set tone for travel features. Task: Setting tone	-Pre-writing	Third Draft Composing

	<p>Writing a Lead Paragraph in Travel Features</p> <p>-How to write a lead paragraph in travel features.</p> <p>Task: Writing a lead paragraph</p>	-Pre-writing	<p>Giving</p> <p>Feedback</p>
	<p>Writing a Body Paragraph in Travel Feature</p> <p>-How to write a body paragraph in travel features</p> <p>Task: Writing a body paragraph</p>		<p>Final Draft</p> <p>Composing</p>
	<p>Writing a Conclusion in Travel Feature</p> <p>-How to write a conclusion paragraph for travel features</p> <p>Task: Writing a conclusion paragraph</p>	-Pre-writing	<p>First Draft</p> <p>Composing</p>
			<p>Giving</p> <p>Feedback</p>
			<p>Second Draft</p> <p>Composing</p>
			<p>Giving</p> <p>Feedback</p>
			<p>Third Draft</p> <p>Composing</p>
			<p>Giving</p> <p>Feedback</p>
			<p>Final Draft</p> <p>Composing</p>

### Course Schedule

Week	Group 1	Group 2
1	Lesson 1: Introduction to Social Media	Lesson 1: Introduction to Social Media
2	Lesson 2: Introduction to Entertainment Features and Selecting a Topic	Lesson 2: Introduction to Travel Features and Selecting a Topic
3	Lesson 3: Finding Information for Entertainment Features	Lesson 3: Finding Information for Travel Features
4	Lesson 4: Writing an Outline for Entertainment Features	Lesson 4: Writing an Outline for Entertainment Features
5	Lesson 5: Setting Tone for Entertainment Features	Lesson 5: Setting Tone for Travel Features
6	Lesson 6: Writing a Lead Paragraph in Entertainment Features	Lesson 6: Writing a Lead Paragraph in Travel Features
7	Lesson 7: Writing a Body Paragraph in Entertainment Features	Lesson 7: Writing a Body Paragraph in Travel Features
8	Lesson 8: Writing a Conclusion Paragraph in Entertainment Features	Lesson 8: Writing a Conclusion Paragraph in Travel Features
9	Lesson 9: Introduction to Travel Features	Lesson 9: Introduction to Entertainment Features
10	Lesson 10: Finding Information for Travel Features	Lesson 10: Finding Information for Entertainment Features
11	Lesson 11: Writing an Outline for Entertainment Features	Lesson 11: Writing an Outline for Entertainment Features
12	Lesson 12: Setting Tone for Travel	Lesson 12: Setting Tone for Entertainment

	Features	Features
13	Lesson 13: Writing a Lead Paragraph in Travel Features	Lesson 13: Writing a Lead Paragraph in Entertainment Features
14	Lesson 14: Writing a Body Paragraph in Travel Features	Lesson 14: Writing a Body Paragraph in Entertainment Features
15	Lesson 15: Writing a Conclusion Paragraph in Travel Features	Lesson 15: Writing a Conclusion Paragraph in Entertainment Features



## Appendix C

### Unit Plan 1

#### Entertainment Features

Course: Writing for Social Media

Level of Students: Grade 11 Time: 8 periods (400 Minutes)

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#### Learning Outcomes:

1. Students will be able to identify social media.
2. Students will be able to describe the importance of social media.
3. Students will be able to identify specific social media for writing.
4. Students will be able to write an entertainment feature.

#### Learning Content:

- The purposes and the importance of social media
- Types of social media
- How to select a topic for an entertainment feature.
- How to find information for an entertainment feature.
- How to write an outline for an entertainment feature.
- How to set tone for an entertainment feature.
- How to write a lead paragraph for an entertainment feature.
- How to write a body paragraph for an entertainment feature.
- How to write a conclusion paragraph for an entertainment feature.



**Materials:**

- Sample Articles
- Website (Kapook, Facebook, Instagram, Youtube, Pantip, Myspace, Bloggers)

**Assessment:**

1. Students complete worksheets.
2. Students write an entertainment feature.



Procedures	
Teacher	Students
<p>Period 1</p> <p>(Greetings)</p> <p>- Class, welcome to the first lesson of the first unit of Writing for Social Media course. The course will be about how to write a feature for social media. There are 8 lessons in the unit. You will learn the processes of feature writing. All of you will write two features. There are entertainment and travel features. At the end of the course, you will have to publish your work on one of the social media.</p> <p>- Ok, for the first lesson, it will be about the introduction to social media.</p> <p>- Who likes Facebook?</p> <p>- What is your favourite fanpage?</p> <p>- Who likes Instagram?</p> <p>- Who do you follow?</p> <p>- Who likes Twitter?</p> <p>- Who do you follow?</p> <p>- Who likes to surf the Internet?</p>	<p>(Greetings)</p> <p>(Students put their hands up)</p> <p>(Various answers)</p> <p>(Students put their hands up)</p> <p>(Various answers)</p> <p>(Students put their hands up)</p> <p>(Various answers)</p> <p>(Students put their hands up)</p>

<p>- What is your favourite website?</p>	(Various answers)
<p>- What do we call all of these?</p>	- Social media
<p>- Do you know what social media is?</p>	(Various answers)
<p>- Do you know what the importance of Social Media is?</p>	(Various answers)
<p>- Don't worry. The next activity will answer what social media is and the importance of social media.</p>	
<p>- Could you divide into 5 groups?</p>	(Divide into 5 groups)
<p>(Assigns each group one social media: Facebook, Twitter, Myspace, Youtube and Blogger.)</p>	
<p>- Each group will explore one assigned social media for 10 minutes. Investigate</p>	(Explore the social media)
<p>the social media. Then, Each group has to analyze the characteristics and</p>	(Share ideas and brainstorm)
<p>functions of the social media that you've got. I will give you 10 minutes to share</p>	
<p>ideas and brainstorm in your group. Then, each group has to present in front</p>	
<p>of the class about the characteristics and functions of the social media. The</p>	
<p>presentation will be 5 minutes for each group. You will also have to show a few</p>	

<p>pages of your social media</p> <p>- Ok. Time is up. Could each group present your ideas in front of the class, please?</p> <p>- So, we have known what social media are and the characteristics and functions of them. Can anyone see the differences and the similarities between these social media?</p> <p>- Could you divide the social media into its specific category?</p> <p>- Now, could each group specify only text based social media?</p>	<p>(Facebook: a networking of friend website where a user can post and share photos, ideas and comments. Twitter: a microblogging that a user can post short text (140 characters) and comments. Myspace: a networking service website where a user can create personal web, blog, and store some videos and photos. Youtube: a video sharing website where a user can post videos and comments. Blogger: a weblog tool where a user can share text, photos and videos)</p> <p>(Various answers)</p> <p>(Text based: Myspace and Blogger, Photo based: Facebook and Twitter, Video based: Youtube)</p> <p>- Myspace/ blogger</p>
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<p>- That's correct. Could each group find more examples of text based social media? What would be the key word to search for more examples? I will give you 10 minutes to explore the Internet.</p> <p>-Ok. Time is up. What are examples of text type social media?</p> <p>- Yes, they are all text based social media where we can post an article or a feature.</p> <p>(Ask students to look at Appendix A)</p> <p>- For the rest of the time, you will have to complete the worksheet and submit it. You can explore the Internet. You can do it with your partner.</p> <p>- Time is up. Please submit your work.</p> <p>So, we have learnt the meaning of social media, the importance of social media, the benefits of social media and types of social media. I hope this content will be useful for the next class.</p> <p>(Class dismissed)</p>	<p>(Various answers)</p> <p>- Blogs/ blogspot/ indiewire.</p> <p>(Explore the social media and complete the task)</p>
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Teacher	Students
<p>Period 2</p> <p>(Greetings)</p> <p>- Since we have learnt about social media in the previous unit. It is time to learn how to write a feature. I hope you will enjoy this lesson as much as the previous one.</p> <p>- Which topics do you like the most in text based social media?</p> <p>(Lists the answers on the board)</p> <p>- So, there are many interesting articles on the social media. What I am going to introduce to you today is a type of features which I hope you will enjoy reading. It is called “Entertainment Features”.</p> <p>(Ask students to look at Appendix B) about examples of resources; Vimeo, Kapook, Pantip, Instagram.)</p> <p>- Please, divide into 4 groups. Then, each group will explore the websites in each station. Find the specific characters of each website. You will have 5 minutes</p>	<p>(Greetings)</p> <p>(Various answers)</p> <p>(Follow directions and join the activity)</p> <p>(Vimeo: A website for uploading, sharing, and watching tons of videos.</p>

<p>each station. When you hear me say time is up, each group will rotate to the next station (The websites are Vimeo, Kapook, Pantip, Instagram).</p> <p>- Then, after you visited all the station. Each group has to match the clues and the name of the resources together.</p> <p>Then, each group will be asked to read the clues in front of the class and the rest of the class help each other to answer. I give you 5 minutes for brainstorming and 5 minutes to present.</p> <p>- So, class, what are these resources?</p> <p>- Yes, they are useful resources where your topic can be selected from or some of you may find some important information for your article.</p> <p>- Do you know that these resources are where a writer finds his or her topic?</p> <p>- How? Can you guess?</p> <p>- Yes, that's right.</p> <p>(Administers a piece of a feature to each</p>	<p>Kapook: A Thai website that gathers news, information, video, etc. Pantip: A Thai webboard where everyone can post and share ideas, interests. Instagram: A network of friends and family where you can post and share mainly photos.</p> <p>- Social media/ online media.</p> <p>- Yes.</p> <p>- Each resource inspires and attracts the writer to investigate more information about it. Most topics come from the writer's personal interests.</p>
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<p>student (Appendix C). Some of them will receive the same type of the feature.)</p> <ul style="list-style-type: none"> <li>- You will be given 10 minutes to skim through the article.</li> <li>- Time is up. Please find the people who have the same article as you. There will be two groups.</li> <li>- Each group will present what the article is about (5 minutes/each).</li> <li>- So, now we have seen two different types of entertainment features. Could you help list the two types?</li> <li>- Ok, do you know how these topics come from? (write the question on the board)</li> <li>- Can you guess how a writer chooses a topic?</li> <li>- Yes, that is right. When a writer chooses a topic, he/she should think of a topic that is in the current issue in a society. They can be a new well-known movie or a latest music album.</li> <li>- Do you know what the structure of a</li> </ul>	<p>(Read article individually)</p> <p>(Find groups)</p> <p>(Movie/ music)</p> <p>- Movie/ music.</p> <p>(Various answers)</p> <p>- They should be in the current issue./ They should be new./ They should be famous./ They should be writer's interest.</p>
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<p>feature is?</p> <p>-Ok, I will show you the figure of a feature structure. It is called “Inverted Pyramid (Appendix D).”</p> <p>- So, could you pair up to the people who has the same article as you? Help analyze the articles and complete the worksheet. (Ask students to do a worksheet (Appendix E.)</p> <p>- Ok, time is up. Please submit your work.</p> <p>- I will give you an assignment which you need to bring it next time with you. You have to select a topic from the two types of entertainment features. You will have to find what interests you recently. Some of you may find yourselves interesting in a new movie. Some of you may like music. For example, recently, I really like Lula’s latest album. Also, she is one of the guests of Thongchai’s latest concert. So my article will be about it. Please write your selected topic down on your notebook.</p>	<p>(Various answers)</p> <p>(Look at the inverted pyramid)</p> <p>(Complete the worksheet)</p>
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<p>(Class dismissed)</p> <p>-----</p> <p>Period 3</p> <p>(Greetings)</p> <p>- After we have selected a topic for an entertainment feature, it is time to learn how to find more information for your feature. In this period, we will learn how to get and research more information for your feature.</p> <p>(Asks students to divide into 4 groups. Then, two pieces of articles (Appendix C) are administered to the students.)</p> <p>- You have to analyze how the writer got information for each article. I will give you 10 minutes to do the analysis. Then, each group has 5 minutes to present your analysis in front of the class.</p> <p>- Ok, guys. Time is up. Can each group present your work in front of the class, please?</p> <p>- Ok, there are many ways to get information for your article including searching information, watching a movie,</p>	<p>-----</p> <p>(Greetings)</p> <p>(Divide into 4 groups and analyze the articles)</p> <p>(Each group present the information)</p> <p>(Movie article: searching the Internet, watching the movie)</p> <p>Music article: searching the Internet, listening to the music)</p>
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<p>and listening to the music.</p> <p>- For example, if I would like to review an album of Lula, I have to find more information about her and her previous albums through websites. How was the previous album be reviewed? Did any song hit the famous music chart?</p> <p>Moreover, I should listen to her latest album and previous albums. So, I can review her latest album and compare her previous works with this one.</p> <p>- So, for the rest of the class, can each of you find information about your topic?</p> <p>The topic that you selected from the previous class. Do you still remember?</p> <p>- Ok. But before that we have to know how we organize all the information you will get?</p> <p>- Do you still remember the inverted pyramid?</p> <p>- So, after you have found the information for your article, you need to list the information into the order of the pyramid. (Administers a worksheet</p>	<p>- Yes.</p> <p>- Yes.</p> <p>- Ok.</p> <p>(Find information and list the information individually)</p>
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<p>(Appendix F)</p> <p>- Complete the worksheet. You will need it when you write your article.</p> <p>(Class dismissed)</p> <p>-----</p>	
<p>Period 4</p> <p>(Greetings)</p> <p>- Since we have already selected a topic and get the information for our article, it is time to learn how to write an outline for an article. Today, you will write an outline for your article at the end of the class.</p> <p>- After a writer selects a topic, what does he or she does next?</p> <p>- Ok, (Show an example of outline</p>	<p>(Greetings)</p> <p>(Various answers)</p> <p>(Look at the outline)</p>
<p>(Appendix G.) I will give you 10 minutes to look at the article and the writing that comes with the article. You need to think what the writing is?</p> <p>- Ok. Time is up. What the writing is?</p> <p>- It is an outline of a feature.</p> <p>- Do you know why do we need an</p>	<p>(Various answers)</p> <p>- Writing an outline is to help your write your article as completely as you guide</p>

<p>outline for a feature?</p> <p>- Can you guess how we write an outline? How does information manage in an outline? (Show “Inverted Pyramid” (Appendix D) on the board.)</p> <p>- That’s correct.</p> <p>(Administers each group two features and two outlines.)</p> <p>- Each group has to match each feature with an outline (Appendix H). Then, each group has to show their answer in front of the class together with description of the content and explanation why they are pair up. I give you 5 minutes for brainstorm and 5 minute to present.</p> <p>- Time is up. Please present your answer.</p> <p>- So, before we leave the class, the last activity for all of you is to write an outline using Present Simple Tense for your writing individually, please. Also, use your information that we have got last time.</p>	<p>yourself.</p> <p>- First, you have to find your article main ideas. Write the most important ideas to the least important ideas respectively.</p> <p>Then, in each main idea, you write down topic of information to support your main ideas in bullet point.</p> <p>(Follow directions and join the activity.)</p> <p>-Are we sexy with outline B/ Real entrance examination life with outline A/ (Write an outline for the article individually.)</p>
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<p>Period 5</p> <p>(Greetings)</p> <p>Since, we have learnt how to find more information for your topic, in this period, we will learn how to set tone for your article.</p> <p>- What kind of movie do you like?</p> <p>(Show movie trailers respectively about tone; sad tone and happy tone (Appendix I).)</p> <p>- How do you feel about the first movie?</p> <p>- How about the second one.</p> <p>- Do you know what they are called?</p> <p>- Alright, it is called tone of the movie.</p> <p>Similarly, writing also has tone of voice.</p> <p>The next activity will show you the tone of voice in features.</p> <p>- Ok, Could you divide into 5 groups, please? I will give each group two articles (Appendix C). Then, I give you 10 minutes to skim through the articles and identify the tone of voice of each article and explore what indicates the tone of voice.</p>	<p>(Greetings)</p> <p>(Various answers)</p> <p>- Sad.</p> <p>- Happy.</p> <p>(Various answers)</p> <p>(Follow directions and join the activity.)</p>

<p>After that, each group has to present in front of class.</p> <p>- Class, time for presenting. Each group has 5 minutes to present.</p> <p>- So, now we have seen some tones of writing. Do you know how we set tone?</p> <p>- What do we get from the previous classes now for our article?</p> <p>- Ok. Can you guess which parts that we can use to set tone?</p> <p>- Ok. That's right.</p> <p>- What do you think is tone for? Why do we set tone for an article? Can each group brainstorm and share ideas? I will give you 5 minutes to answer.</p> <p>-Ok. What is tone for?</p>	<p>(Explain what they think about the tone of the articles: formal tone for Catching Fire and happy tone for The Jungle Giants.)</p> <p>(Various answers)</p> <p>- Topic/ Facts and information/ outline</p> <p>- We can set tone from all the information and facts. What type of information do we get? Is it serious type of information? Is it formal type of information? Or Is it happy type of information?</p> <p>(Share ideas and brainstorm)</p> <p>- The tone will inform feeling to the reader or at the topic. Writers set a tone in literature by conveying emotions/feelings through words. The</p>
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<p>- That's right.</p> <p>- Then, for the rest of the class, could each of you set your tone of voice from your facts and information, please?</p> <p>- Ok. Who has finished?</p> <p>- Could you show how will your tone of your feature be?</p> <p>-----</p>	<p>way a person feels about an idea/concept, event, or another person can be quickly determined through facial expressions, gestures and in the tone of voice used.</p> <p>(Set tone for their article individually.)</p> <p>(Some students who has already set tone for their article put their hand up)</p> <p>(Show their work)</p>
<p>Period 6</p> <p>(Greetings)</p> <p>-After we have learnt how to write the outline, it is time to learn how to write the attractive and important part of an article "Lead Paragraph".</p> <p>- I will give you 5 minutes to skim through the two articles (Appendix J) and tell me where the lead paragraph is.</p> <p>- Ok. Where is the lead paragraph?</p>	<p>(Greetings)</p> <p>(Skim through the two articles)</p> <p>- The lead paragraph is the first paragraph</p>



<p>- So, could you pair up?</p> <p>- Can each pair analyze what the lead paragraph is for? After that, each pair has to think about expected content. I will give you 15 minutes (One pair/ an article). Do you remember the inverted pyramid (Appendix D)?</p> <p>- I hope it can help you to find the answer</p> <p>- Ok, class. What is it for?</p> <p>- What do you think about the expected content of the two articles?</p> <p>- Yes, that's correct. Moreover, the lead paragraph prepares the audiences for the rest of the article. So, could each pair analyze how we write the lead</p>	<p>after the topic.</p> <p>(Pair up)</p> <p>- Yes.</p> <p>(Brainstorm and share ideas)</p> <p>- The lead paragraph is to attract the readers. It also shows what will happen in the following content. The summarized of the story should be in the lead paragraph.</p> <p>The movie:</p> <p>- The summary of the movie</p> <p>- The characters</p> <p>- The enjoyment of the movie</p> <p>The music:</p> <p>- The creation of the music</p> <p>- The beautiful of the song</p> <p>(Brainstorm and share ideas)</p>
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<p>paragraph? After that, you have to complete the worksheet. Select the most appropriate word for the blank (Appendix K). I will give you 15 minutes.</p> <p>- Ok. Time is up? How we write a lead paragraph?</p> <p>- How we make it interesting?</p> <p>- That's right. (Ask a few pair to show their work and correct the answer together afterward.)</p> <p>- Alright, for the rest of the class, could each of you write your own lead paragraph for your article individually?</p> <p>- Ok, Time is up. Please bring all the works from previous classes and this class with you when we see for the next time.</p>	<p>- When we write a lead paragraph, you should write it to be interesting and clear. In addition, you should summarize the story of your work. Tell the readers the who, what, when, where, why and how.</p> <p>- The interesting lead paragraph should be concise. The language should be very overstated. The selection of word should be very unusual.</p> <p>(Write a lead paragraph individually)</p>
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<p>(Class dismissed)</p> <p>-----</p> <p>Period 7</p> <p>(Greetings)</p> <p>- The next thing after we have already got a topic, information, an outline and tone of a feature is the body part. So, today we will learn how to write a body part of a feature.</p> <p>-Could you divide into 6 groups, please?</p> <p>(Ask students to open to Appendix J)</p> <p>- I will give you 10 minutes to skim through the articles (Show Appendix D). Find where the body part of each article is and analyze how the body part is written in order to serve the inverted pyramid. After that, each group has to present the answer and show their work.</p> <p>- Ok. Time is up. Could each group present their answer?</p>	<p>-----</p> <p>(Greetings)</p> <p>(Divide into 6 groups)</p> <p>(Look at Appendix D - the inverted pyramid)</p> <p>(Brainstorm and share ideas)</p> <p>(The body part is where all the main ideas of the feature are. The body part should contain topic sentences – sentences that</p>
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<p>- Ok. Could you pair up and complete the worksheet (Appendix L). In the worksheet you have to find what the main ideas and supportive ideas of each article. I will give you 5 minutes to finish it.</p> <p>- Ok. Time is up. (Ask a few students to show their work in front of the class and review the answer together)</p> <p>- After we can find where are main and supportive ideas, I think it is time to write your own supportive ideas for each main ideas. I will give you 10 minutes to propose your supportive ideas the main</p>	<p>introduce the paragraph and its connection to your topic. It should provide supportive ideas for your topic. Last, the body part should connect back, through elaboration, to the topic. It should be. It should be very clear and in the form of explanation detail - examples and statistics should be included)</p> <p>(Do the worksheet in pair)</p> <p>(Look at friends' works and review answer together)</p>
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<p>ideas of the articles (Appendix M - One pair/ an article)</p> <p>- Ok. Time is up. (Ask a few pair to show their work.)</p> <p>So, For the rest of the class, could you write your body paragraph individually, please?</p> <p>- Ok. Time is up.</p> <p>(Class dismisses)</p> <p>-----</p>	<p>(Show their work)</p> <p>(Write a body paragraph individually)</p>
<p>Period 8</p> <p>(Greetings)</p> <p>- We have come to the last lesson of the unit as the same as the last part of writing a feature. It is a conclusion so we will learn how to write a conclusion.</p> <p>- Could you divide into 5 groups? (Show Appendix J) I will give you 5 minutes to read through the conclusion of the articles.</p> <p>- Ok. Time is up. (Show Appendix E- inverted pyramid)</p> <p>- What is conclusion?</p>	<p>(Greetings)</p> <p>(Divide into 5 groups)</p> <p>(Read the conclusions)</p> <p>(Look at inverted pyramid)</p> <p>- Conclusion is the last paragraph that reminds the reader of the article's main</p>

<p>- How to write a conclusion?</p> <p>- Ok. The next activity will show you how a writer writes a conclusion.</p> <p>(Show Appendix N)</p> <p>-Could each group write an expected conclusion of the article? I will give you 15 minutes to finish the work. After that, each group presents their work in front of the class.</p> <p>- Ok. Time is up. Could each group present their works?</p> <p>- So, do you know how to write a conclusion now?</p> <p>- How?</p> <p>- That's correct? Could you pair up and complete a worksheet (Appendix O). Link the conclusion back to the appropriate main ideas of the article (Appendix N).</p> <p>- O. Time is up. (Ask a few pair to show their work.)</p> <p>- Alright, for the rest of the class, could</p>	<p>idea.</p> <p>(Various answers)</p> <p>(Look at Appendix N)</p> <p>(Write an expected conclusion of the article)</p> <p>(Present their works)</p> <p>- Yes.</p> <p>(Conclude all the main ideas in the body paragraph. Show the reader what is your opinion. Make it short and clear)</p> <p>(Pair up and complete a worksheet)</p> <p>(Write a conclusion paragraph</p>
---	--

<p>each of you write your own conclusion paragraph?</p> <p>- Ok. Time is up. So, everyone has all the structures of writing a feature, right?</p> <p>-What are they?</p> <p>- I would like you to make all the structure into an entertainment feature for your homework and submit it to me next time. Is that ok?</p> <p>(Class dismissed)</p>	<p>individually.)</p> <p>- Yes.</p> <p>(Topic, information, an outline, a lead paragraph, a body paragraph, and a conclusion)</p> <p>- Yes.</p>
--	---

## The Handout of Entertainment Features

### Worksheet A

Directions: Complete the following tasks.

1. Lists at least 2 web addresses of each social media.

1.1 Blogs .....

1.2 Myspace .....

1.3 Blogger .....

2. Lists at least 2 popular writers from each social media and tell what do they write about

2.1 Blogs

2.1.1 .....

2.1.2 .....

2.2 Myspace

2.2.1 .....

2.2.2 .....

2.3 Blogger

2.3.1 .....

2.3.2 .....



## Worksheet B

Clues of example resources

A website for uploading, sharing, and watching tons of videos.

A Thai website that gathers news, information, video, etc.

A Thai webboard where everyone can post and share ideas, interests, and information.

A network of friends and family where you can post and share mainly photos.



## Worksheet C

## 'The Hunger Games: Catching Fire' Review: Darker, More Drastic and Suitably Thrilling

BY ANGIE ERRIGO



Jennifer Lawrence's triumphant career progress continues apace with the return of her heroically defiant Katniss Everdeen in "The Hunger Games" sequel "Catching Fire" (November 22). To say the second in the four-film franchise is eagerly awaited is putting it mildly. Fans of the first installment will not be disappointed in the darker, more drastic and suitably thrilling goings-on.

So confident is this in its brand appeal after the success of the first film, there's not a lot of re-capping with previously or 'the story so far' exposition. And yet it takes its time getting going.

Haunted by her traumatic ordeal and victory in the latest Games, Katniss has been reunited with mother, sister and friend/sweetheart Gale (Liam Hemsworth) in District 12 in dystopian, post-apocalyptic Panem. Fellow district Tribute Peeta Mellark (Josh Hutcherson) is publicly supposed to be an item with Katniss, and privately he's transparently smitten, so the love triangle is beginning to shape up.

Alive to the threat the charismatic Katniss presents, the President Coriolanus Snow swiftly devise a shock twist rule change for the surprise 75th Anniversary Quarter Quell, in which 24 past champions are to compete against each other to the death in the ultimate merciless smack down.

New HG director Francis Lawrence (no relation, but the director of "Water for Elephants"), who is already at work on "The Mockingjay" Parts I and II, brings a determinedly photorealist approach and strives for gritty authenticity but never loses sight of the franchise's glory and greatest weapon: Jennifer Lawrence. Touching, terrified, tortured or tough, she transfixes us from first to last, a cliffhanger to keep us hungry for more. See it on the biggest screen near you.

Retrieve from <http://blogs.indiewire.com/thompsononhollywood>

[The Jungle Giants - Skin to Bone \(Song Review\)](#)



*Posted by Poonam Nair*

The Jungle Giants have always been more at home with the strong pop influence in their indie-rock sound, and after checking out their much anticipated video for ‘Skin to Bone,’ it’s not so difficult to imagine why this group is making Australian charts. If you’re heading over to Australia this year, make sure you go and hear this band live! It’s one which impresses.

“Skin to Bone” (featured on their debut album *Learn To Exist*) is easily one of the band’s most experimental tracks yet, with a brilliantly catchy vocal opening and groovy guitar tunes, progressing into what could be labelled as the catchiest indie-pop track of the band. The chorus takes on an up-tempo pop/rock vibe with 70’s rock hints in the old “wuh-ta-du-du-too-oooh-oooh-wooh-oooh” vocal riff. Sam Hales

puts on an excellent performance, bringing back those heart warming lyrical content and kooky vocals. Quite different to anything we've heard from the band before – this being one of their most impressive release out of all their previous singles.

I personally love the sound

It's a track with a killer feel-good melody, with powerful hard-drumming and jamming guitar riff breakdowns. Listeners could describe this song in warm adjectives; fun, colorful, powerful, energetic, bright and vibrant, and the list goes on. "Skin and Bone," finds The Jungle Giants steering into a more classic indie-rock sound.

Retrieve from <http://songs-that-should-be-mainstream.blogspot.com>

## Worksheet D

**Lead Paragraph**

Summarized the story. Giving the readers the who, what, when, where, why, and how.

**Important Details**

Present the key fact and related information in order to decrease the important.

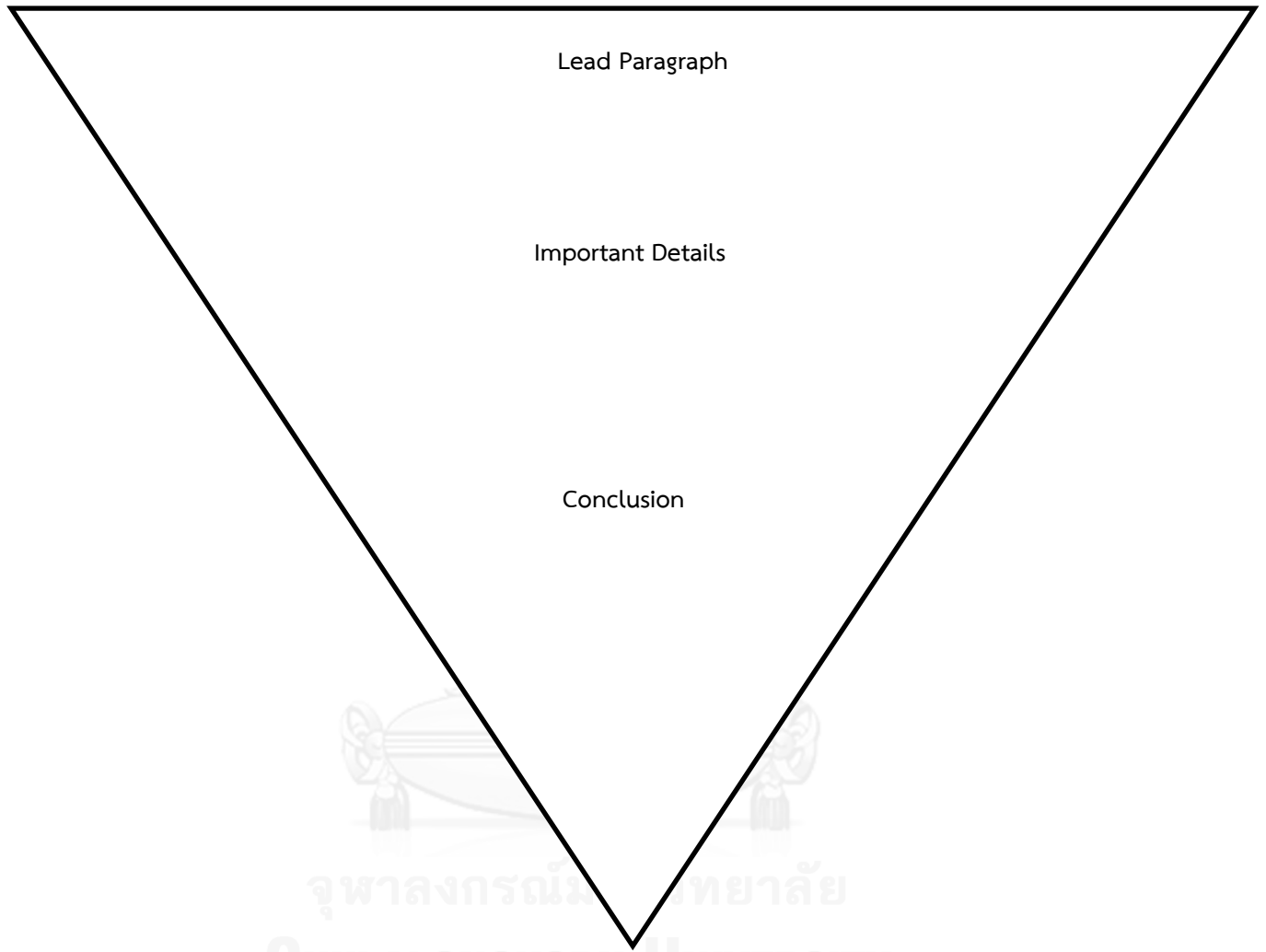
**Conclusion**

Conclude the story



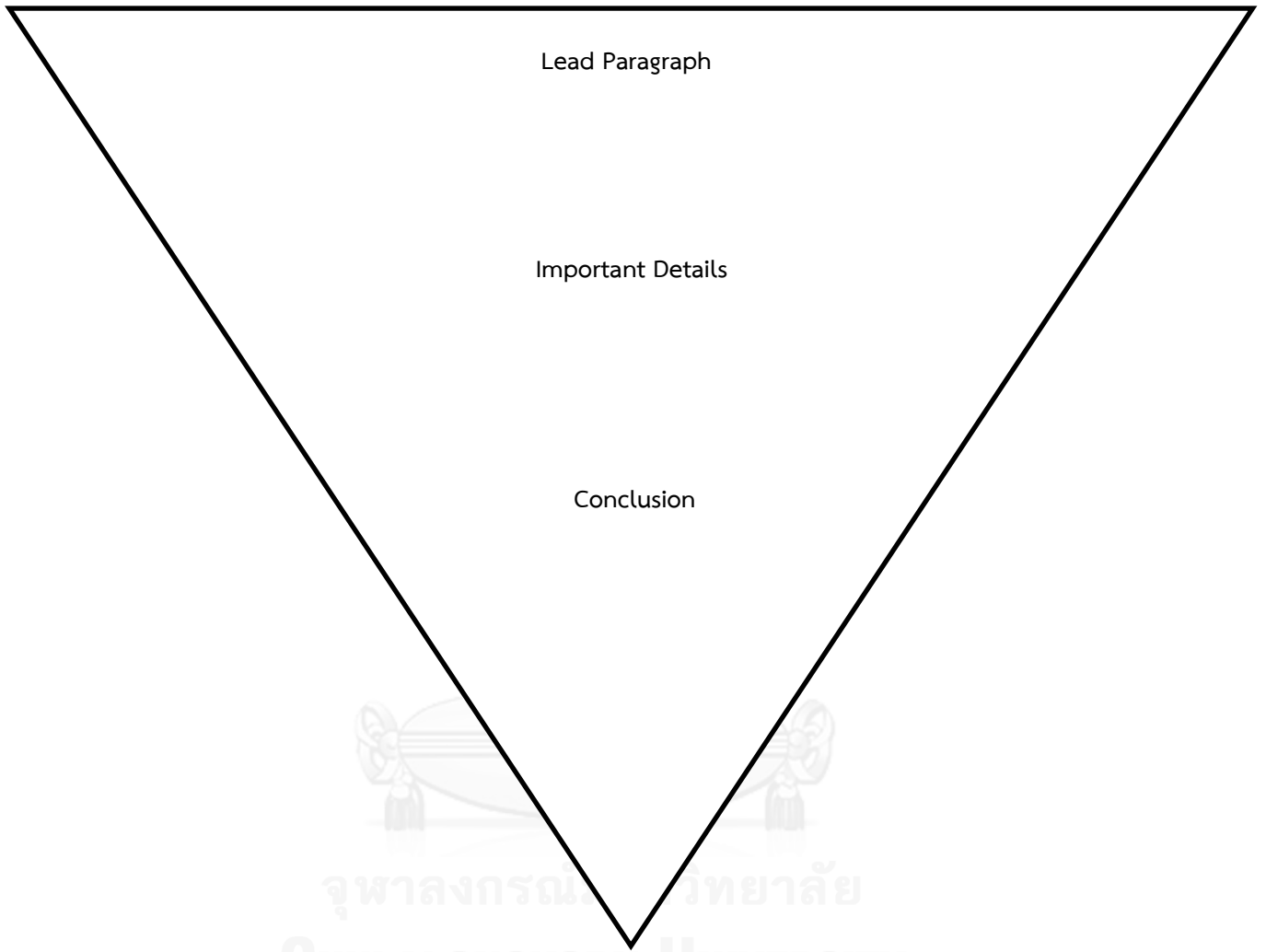
Worksheet E

Directions: Please fill in the blank with the content from the articles.



Worksheet F

Directions: Please list your information below.





## Worksheet G

### Lula sings with friends

Popular female singer Lula has a **unique** voice. Over the years, she has been invited to work with many different artists and producers. Lula's latest release, Featuring Lula, collects together songs on which Lula has been a guest vocalist, with artists from GMM Grammy and several other local labels.

Featuring Lula is a double CD, with one **labeled** "Chilling" and the other "Groovy." As the name implies, the Chilling CD features the type of slow, easy-listening songs that Lula's fans have come to know and love. Most of the songs are famous hits, such as "Mai Me Arai Tee Pen Pai Mai Dai (Nothing Is Impossible)," which features Sin Singular, and "Ta Lay See Dum (Black Sea)," which is performed with Paradox. There is also a special song on the album called "Will You Marry Me?" which features Pup Potato.

The Groovy part of this collection is a set of mid-tempo and upbeat songs that are fun to listen to. Overall, this album is a good way to enjoy both the fun and relaxing sides of Lula's **lovely** music. — VH

### Outline

#### Introduction

- Lula's characters and previous albums
- Lula's latest album

#### Body

- Songs in the album

- Special guests of each song

### Conclusion

- The changes of the music
- Overall of the album



## Worksheet H

## Spin City: ARE WE SEXY?

Boonrat Ongphet



*From Spice Girl, a British girl band from 90s whom influenced many girl bands now, and Morning Musume, a Japanese girl band from 90s whom had about 10 members and very famous around Asia, to Girly Berry, a Thai girl group, and*

*Show Girl, a Thai dance girl group, there are many things in common and one important thing is their fashion style.*

In music industry, there are various kinds of singers and music and of course, girl band, a musical group featuring several young female singers harmonizing together both in singing and dancing. There are many girl bands around the world that can take themselves to the roof of the music industry like Spice Girl, All Saints, Destiny Child, and Pussy Cat Dolls including Thai bands like Girly Berry, Show Girl, and etc. What make them be there? Why are they famous? Their music or their fashions?

“It depends on what is their objective like music, image, or dance. Each of girl bands focuses their goals in different ways. Some of them may pay more attention to music. Some may focus on their looks and some want to show their style.” said Manus-V Boonyavanich, a music director and assistant programme director of 95.5 Virgin Hitz Radio.

“Girl bands are normal. There is nothing wrong with them. One did. Another followed. It is a way of marketing. When a girl band does something which it makes



them famous, then, another wannabe famous will be born. But, I don't understand why don't they focus on their music not their almost naked fashion style.” told Rabiebrat Pongpanit, a president of Happy Family Association.

“Our concept is girls, music, and fashion so that all our albums focus on our fashion style too. It is just one of fashion styles.” said Piya “Giftza” Pongkullapa, a member of Girly Berry.

While many girl bands work on their jobs and

produce their albums with many style of clothing continually, many of young and adult both male and female are directly effected in many ways including bad ways of dressing and women harassments.

“Our beautiful traditions and cultures are worried. They are being destroyed and changed very much especially in dressing and dance show. I know that fashion is one of important things that come along with music but should it be that much like a very short skirt and a very low waist short. Many girl bands inspired young Thai fashion trends and it is very dangerous in order of sexual harassments especially rape.” told the president of Happy Family Association.

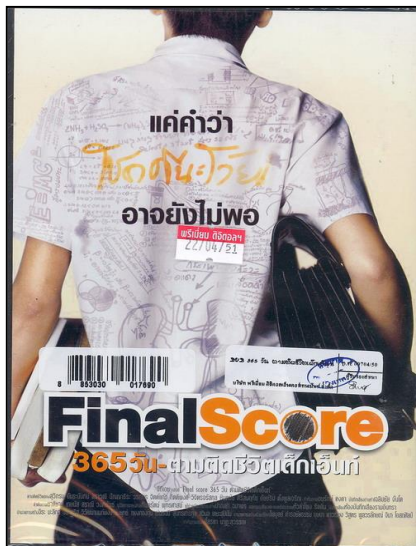
“One of the things that girl bands have to think of is Thai is a Buddhism country. It is unacceptable for almost naked fashion or very sexy dressing. Most of Thai people still don’t agree with that ideas and also it isn’t good for young Thai girls and boys whom are the main listeners.” added Manus-V.

Rabiebrat added that girls shouldn’t be victim of investors and men. They should have their own ways of producing their works. They shouldn’t be slaved of money. They had to think of our social and our culture more than their high naked payment.

“I wish they would look over all of Thai’s society perspective. They shouldn’t decide on only one thing because when we analyze what we are going to be with, we should decide carefully.” said the music director and assistant programme director of 95.5 Virgin Hitz Radio.

## Spin City: REAL ENTRANCE PREPARATION LIFE

Boonrat Ongphet



*It's Entrance Examination time again from next month to May and coming massive Pre-Net and O-Net score result. Now, every Mathayom 6 students are preparing themselves for the exam and of course, Spin City will bring you the life of those kids closely now.*

After have been called by Jira “Keng” Malikul urgently to talk about a new movie project under the theme of 17-year-old Entrance Examination prepared teen, Soraya “Anne” Nakasuwan, a Ph.D. student who left her thesis in London, accepted to be its director immediately.

“Life of Thai kids in the new century is very interesting. It's very different from the past. And, only Soraya is perfect for my new project.” told Keng. “Jira knew that I am interested in documentary films production. He gave me the theme of the movie and I had to deal with it. The life of Mathayom 6 students are very attractive and challenging.” said Anne.

Then, the production was started by gathering only 6 crew to produce this movie. There was no need to have production team as big as other movies because there was no scripts and content of the movie. Soraya and her crew had to shoot real life real situation of 4 leading characters.



“The movie production was going to be very tough because it was half movie half documentary and every things in movie were real. We didn’t set them up. We spent 3 months for the preparation of the production and after audition shooting by following about 100 kids’ life for a few days, We’ve got Suvikrom “Per” Amaranun, a Mathayom 6 student at Suan Kularb Wittayalai School. And, when we followed him to his school and met his 3 classmates who also have specific characters, we decided to shoot their life as well. They are Waraphat “Loong” Jitkaew, Kittipong “Big Show”, and “Sarawut “Boat” Panyatheera.” added the director.

“They met me at Siam Square where I was helping my friend selling t-shirts and they asked me for my contact and information. Then, they asked me to follow me a few days and shoot all my daily life. Of course, I said yes. It’s gonna be fun.” said Per.

“Per’s life was very interesting. All acting and dialogues in the film were real. They were all fresh. All actors and actresses in the movie spoke and act the way they did. They all were themselves. We didn’t make them speak or act. It was very difficult for me and my team since there was only one take in every scene. We couldn’t make them do it again. It was real life.” told Anne

Finally, after spend a year for shooting and 7 months for edition, Final Score: Following life of Entrance Examination kids in 365 days will be released on February 1<sup>st</sup> 2007 (a few days from here). If you guys are wondering how life of Entrance

Examination is kids or some of you maybe miss your old days when you took the exam years ago, this movie will answer and remind you the examination life. Prepare yourself!





## Examples Outlines for Entertainment Features

### “Real Entrance Preparation Life”

#### I. Introduction

Entrance Examination season. National exams will be held soon.

#### II. Director

A. The ideas of the movie

B. The production, the script writing, the team crew

C. The period of the shooting and the post production

#### III. Lead actors or actresses

A. Actors

B. Lead actors

#### IV. Conclusion

If you are about to get into a university life examination, this movie is your preview answer.

### “Are We Sexy?”

#### I. Introduction

There are differences and similarities between international bands and Thai bands especially girl bands

#### II. Differences and similarities

A. Share some examples of girl groups in both international and Thai music industries.

B. Compare the differences between the groups.

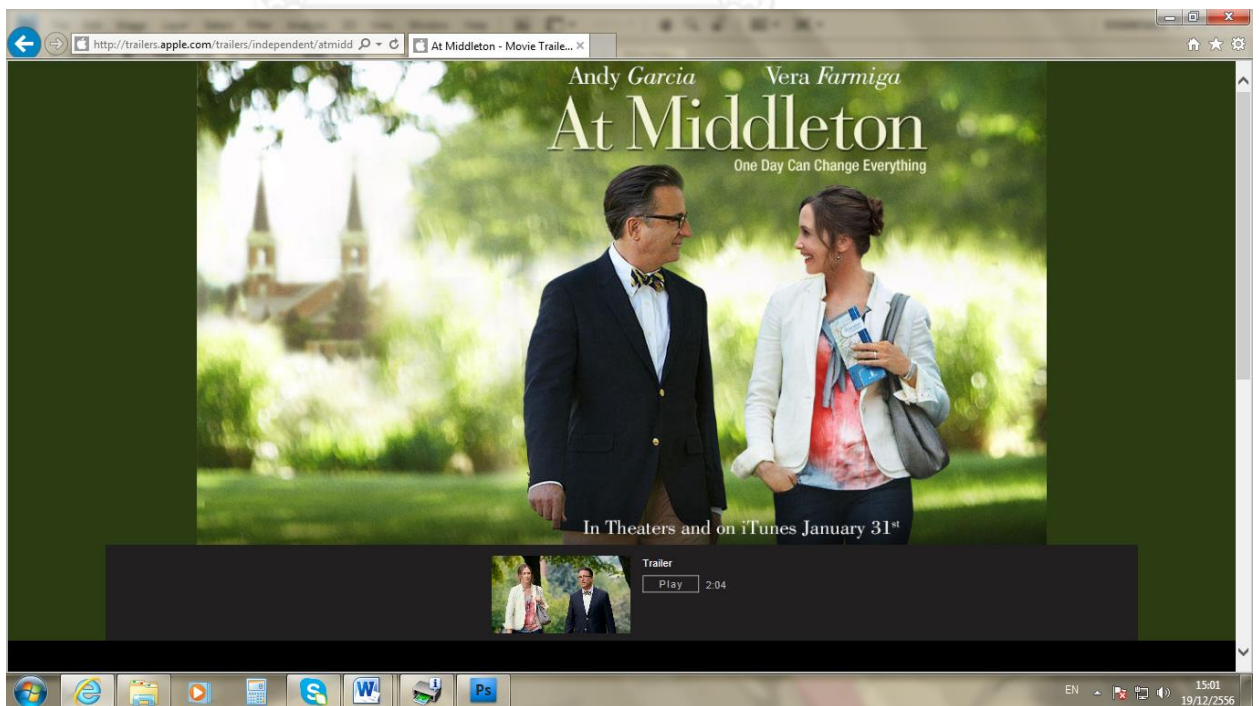
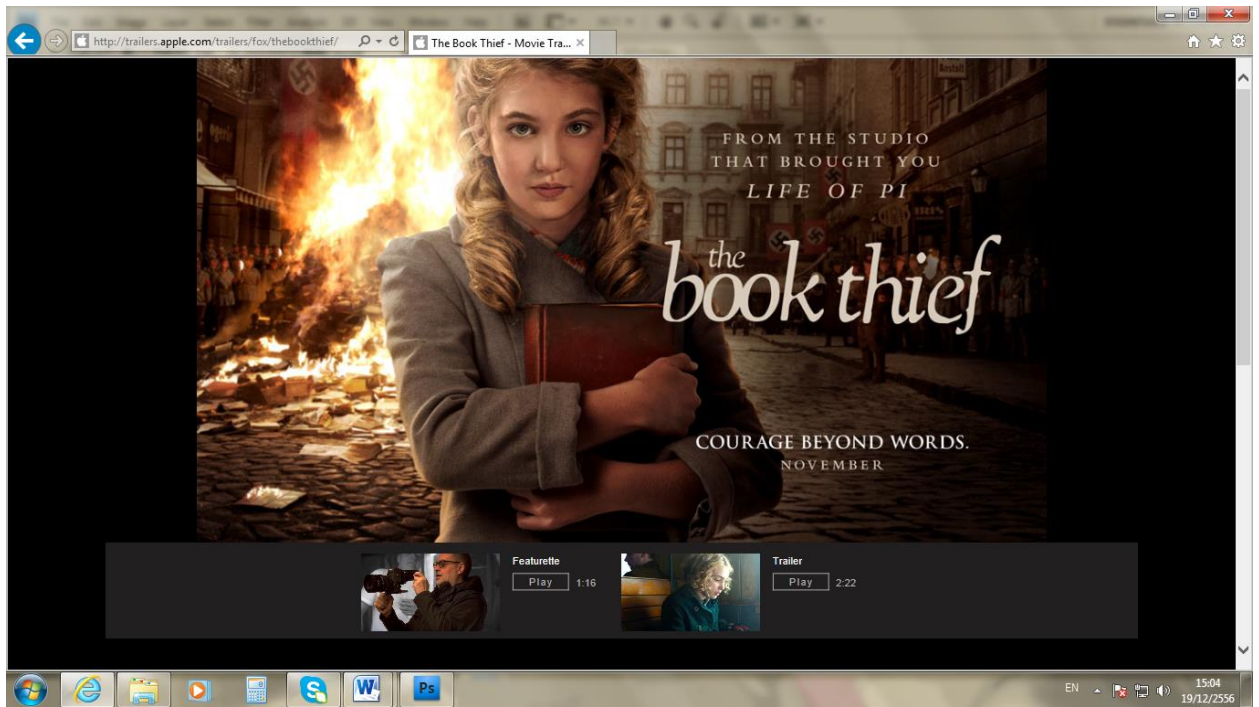
C. Share interviews from positive and negative perspectives of involved interviewers.

III. Conclusion

How does the society judge the band?



Worksheet I



## Worksheet J

### Movie Review: Thor: The Dark World (2013)



After the massive success of "The Avengers", expectations are understandably going to be sky-high for any future Marvel movie. The studio needs to work twice as hard to make sure that their films deliver explosive action while also raising the stakes for our heroes. While "Thor: The Dark World" definitely delivers a lot of fun and spectacle, it doesn't necessarily take the franchise to the next level.

When an ancient weapon known as the Aether makes an appearance after being hidden for eons, Dark Elf Malekith is awakened with a single goal; to find the Aether and use it to bring eternal darkness to the universe. Only Thor can put a stop to Malekith's plot, but he'll need help from a certain someone if he wishes to succeed; Loki.

Directed by Alan Taylor, (Game of Thrones), "The Dark World" feels more grand and epic than the original. The action sequences are great, and Taylor's experience with

"Game of Thrones" has had an obvious impact on the quality of the action. It's also great to be done with the character's origin, which now allows us to explore the nine realms and see more of that universe.

Chris Hemsworth is back as the God of Thunder, and he's as great as ever in the role. It's nice to see that the character has grown since "The Avengers", and he's not the same Thor he once was. Natalie Portman is very solid as Jane once again, and she actually provides a lot of laughs in her fish-out-of-water scenes on Asgard. Anthony Hopkins is still a great Odin, and Idris Elba gets slightly more to do as Heimdall, and he's a badass as always. To no one's surprise, though, Tom Hiddleston walks away with the movie as Loki, and further establishes how important Loki is in keeping the "Thor" franchise interesting.

Retrieve from <http://geeksargon.blogspot.com>

Single Review: Katy Perry - Roar



As the title might suggest, Katy Perry has turned over a musical leaf. Gone are the days of the baby blue wigs and pure pop tuneage, she's turned her hand to screamo and 'Roar' is her first venture into the vocal style known only as growling. No, ofcourse not. Forgive me, Katy Kats for killing off the weaker of your people with that statement but since 'Roar' has leaked, we all know that it's actually a decent step in the right direction.

I don't want to ruin the song for you, so I'm resisting the overwhelming urge to demand you skip straight to the chorus. It is astounding. It literally does what it says on the tin - it's stomping, fierce and, just to be different, it's mid-tempo. You weren't expecting that, were you? The triumphant chorus isn't the best thing about 'Roar' either - as she teases it in the first half of the hook, the post-chorus is the crux of the tune

Even more exciting, particularly looking forward to upcoming album 'Prism', Katy has been taking a few pointers from her alt-pop support acts. Marina, Oh Land and Robyn have all been critically acclaimed thanks to their left-field take on perky pop and in the instrumental of 'Roar's verses, their inspiration has finally come through. Don't get me wrong though, there isn't anything extraordinarily strange in the music but a few chirpy plucks go a long way in building the spunky foundations to build that mammoth chorus on. Forgive me for isolating that one highlight from the song - I worry you might think that the rest is tosh, but it's not. It's a beautifully crafted pop song that stands as the perfect stepping stone from the 'Teenage Dream' era. It's more mature, in one way - it's not going to be doused in bubblegum flavoured candyfloss in the live sets, anyway. But on top of all that growth and development, 'Roar' is still fun and exciting and liberating which are the exact qualities that have birthed Katy Perry into the renowned pop starlet that she is today.

Retrieve from <http://thesoniceverie.blogspot.com>

## Worksheet K

Directions: Please choose the best answer

Movie Review: Thor: The Dark World (2013)

After the ..... (big/ massive) success of "The Avengers", expectations are understandably going to be ..... (sky-high/ premium) for any future Marvel movie. The studio needs to work twice as hard to make sure that their films deliver ..... (explosive/ angry) action while also raising the stakes for our heroes. While "Thor: The Dark World" definitely delivers a lot of fun and ..... (amazing/ spectacle), it doesn't necessarily take the franchise to the next level.



Worksheet L

Directions: Please fill in the blank

Movie Review: Thor: The Dark World (2013)

The Body Part

First Paragraph

Main idea .....

Supportive ideas

1. ....

2. ....

Second Paragraph

Main idea .....

Supportive ideas

1. ....

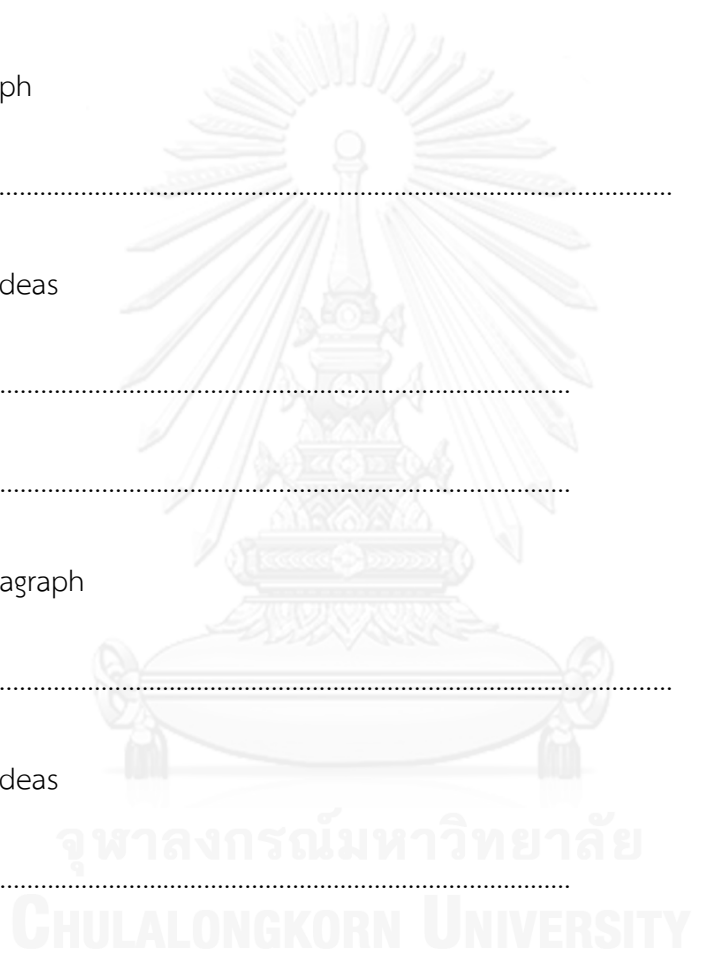
2. ....

Music Review: Katy Perry - Roar

First Paragraph

Main idea .....

Supportive ideas



1. ....

2. ....

Second Paragraph

Main idea .....

Supportive ideas

1. ....

2. ....



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Worksheet M

Directions: Please propose your own supportive ideas of each main ideas

Movie Review: Thor: The Dark World (2013)

First Paragraph

Main idea When an ancient weapon known as the Aether makes an appearance after being hidden for eons

Supportive ideas

1. ....

2. ....

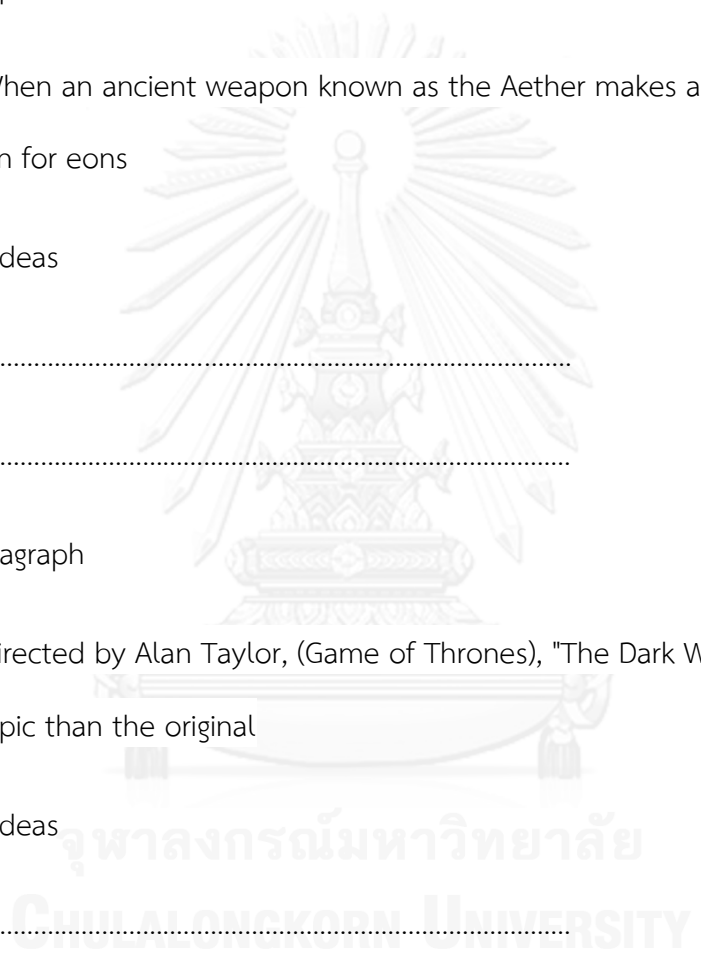
Second Paragraph

Main idea Directed by Alan Taylor, (Game of Thrones), "The Dark World" feels more grand and epic than the original

Supportive ideas

1. ....

2. ....



## Worksheet N

Movie Review: *The Hobbit: The Desolation of Smaug*

Bilbo (Martin Freeman), Gandalf the Grey (Ian McKellen), Thorin (Richard Armitage), and companions continue their quest to The Lonely Mountain in *The Hobbit: The Desolation of Smaug*, the second installment in Peter Jackson's Hobbit trilogy.

Lost in the Mirkwood forest, the group encounters Wood-elves Tauriel (Evangeline Lilly) and Legolas (Orlando Bloom). After being captured by the Wood-elves, Bilbo helps the dwarves plan a harrowing escape that leads to an encounter with Bard (Luke Evans), a Lake-town man who helps them finish their quest into the mountain.

I marvel at Peter Jackson's ability to make a film that we already know the ending to very entertaining. And not just how the film ends but the journey is fun and the characters are delightful. Even when The Desolation of Smaug has a rinse-and-repeat feel too it – whenever the dwarves are in trouble, the elves show up with their acrobatic archery to save the day – it never gets boring. Every time Legolas flies in and puts an arrow through an orc, it's awesome

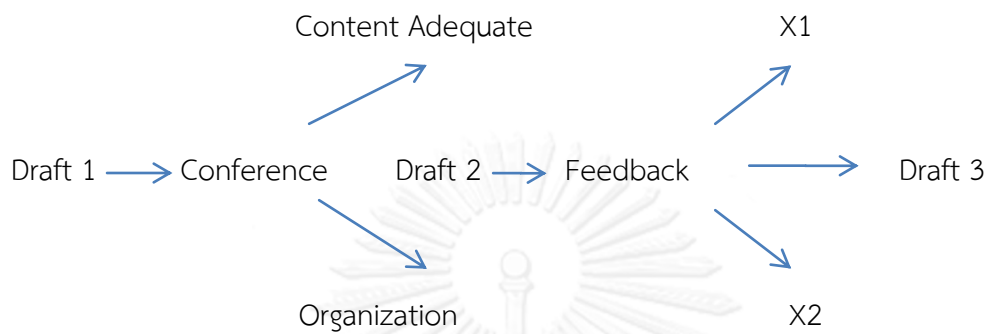
The Hobbit purist may have a trouble with a few minor changes, but it's hard to argue with how amazing the spiders in the Mirkwood forest are, the wine barrel river escape scene being one of the film's best action sequences, or how frightening Smaug looks. Jackson does a masterful job recreating some of these iconic scenes. Creating a Middle-earth that fans approve of is no easy task.

Despite the unnecessarily long runtime (161 minutes), The Desolation of Smaug is an enjoyable film. I'm sure people will find ways to nitpick the film but it's a fun fantasy adventure with a lot of action. It's moves at a faster pace than An Unexpected Journey but maintains the heart of the Hobbit narrative that fans are attached to. Peter Jackson has treated fans of The Hobbit and LOTR to an early Christmas gift they're sure to love.

Retrieve from <http://blog.seattlepi.com/peoplescritic/2013/12/12/the-hobbit-the-desolation-of-smaug/>

## Appendix D

## Processes of a Writing Task



X1 = Direct Corrective Feedback

X2 = Indirect Corrective Feedback

## Appendix E

### Research Instrument Evaluation (Overall)

Please check (✓) the number that corresponds with your opinion about each aspect.

If you think the aspect is not appropriate/ relevant to the study.

Your comments/ suggestions for later adjustment of the research instrument

#### Instructional Aspects

The sequence of the lesson plans based on process writing appropriates to the level of students (grade 11).	✓ Yes	No
Comments / Suggestions ..... ..... .....		
Feature writing taught appropriates to the level of students (grade 11).	✓ Yes	No
Comments / Suggestions ..... ..... .....		

Feature articles appropriate to the level of students (grade 11).	✓ Yes	No
Comments / Suggestions ..... ..... .....		



### Research Instrument Evaluation (Unit plan)

Please check (✓) the number that corresponds with your opinion about each aspect.

If you think the aspect is not appropriate/ relevant to the study.

#### 1. Learning Outcome

1.1 The instruction help achieve the learning outcomes.	✓ Yes	No
Comments / Suggestions ..... .....		
1.2 The learning outcome can be assessed using the assessment tasks.	✓ Yes	No
Comments / Suggestions ..... .....		

## 2. Instructional materials

2.1 Examples of writing are related to the topic.	✓ Yes	No
Comments / Suggestions ..... .....		
2.2 Materials assist the students in achieving how to write an entertainment feature.	✓ Yes	No
Comments / Suggestions ..... .....		

## 3. Teacher's Instruction

3.1 The explanations about the activities are clear.	✓ Yes	No
Comments / Suggestions ..... .....		
3.2 The explanations about social media are clear.	Yes	✓ No

Comments / Suggestions ..... .....		
3.3 The explanations about the process of writing an entertainment feature are clear.	✓ Yes	No
Comments / Suggestions ..... .....		

#### 4. Activities and Time

4.1 Instructional activities appropriate to the level of the students.	✓ Yes	No
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4.2 Assessment activities are authentic.	✓ Yes	No
Comments / Suggestions		

<p>.....</p> <p>.....</p>		
4.3 The time allocation appropriates to each instructional procedure.	Yes	<input checked="" type="checkbox"/> No
<p>Comments / Suggestions</p> <p>.....</p> <p>.....</p>		

## Appendix F

## Examples of Providing Feedback

*For direct corrective feedback*

beaches, sea, and sand      go  
 I love beaches sea and white sand. I always goes to famous  
went      Samui  
 islands in the southern part of Thailand. I gone to samui last summer.

Not relevant to the topic

There were many tourists coming to Thailand last year.

*For indirect corrective feedback*

P      G  
 I love beaches sea and white sand. I always goes to famous  
T      P  
 islands in the southern part of Thailand. I gone to samui last summer.

P

There were many tourists coming to Thailand last year.

## Appendix G

An example of feature writing

(Archived from “My Life” on 21 of November 2008)

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### THE EXTRA HELP

The benefits of food supplements

BOONRAT ONGPHET

Are you facing health problems? Are you so busy so that you have no time to eat? Are you always in a rush and have to eat fast food all the time? If your answers are yes, listen to what the experts have to say.

According to Dr Noppadon Pongpisuttinun, a family doctor, there are two kinds of extra food. First, it is functional food. Functional food is the food we eat, those full of nutrients such as Mediterranean and Asian food. Second, it is food supplements. Food supplement is food that is registered by the Food and Drug Administration (FDA) and sometimes may be able to prevent you from illnesses caused by the lack of nutrients.

In this case, it can't heal you but it does benefit you more or less. Dr Noppadon says that since lifestyles have changed so much, eating habits have changed too.

Many of us are facing health problems such as constipation and obesity. The doctor suggests that those who are constipated and dislike eating vegetables, taking fiber pills may be a good supplement. Brown rice, apple, banana and papaya are also good natural choices. They will help your digestive system work more effectively.

Nutritionist Yuthasak Meesitataya says that there have been an increasing number of intestine cancer cases in Asian countries. The key reason, he cites, is the change in

eating habits and lifestyle. People no longer have time to be selective about their meals. So, they sometimes aren't able to choose nutritious food that is good for their health. Some foods stored in a plastic bag or containers are not healthy as they can cause cancer in a long run.

"So, the first thing is to change one's eating habits by consuming more vegetables and fibrous food. Exercising is also a key element in keeping healthy. Exercise every day for 15 to 30 minutes or even three times a week always helps strengthen the mind and body."



## Appendix H

## Topic Interest Survey

แบบสำรวจหัวข้อที่นักเรียนสนใจมากที่สุดเพื่อนำไปประกอบการเรียนการสอนในรายวิชาการเขียนภาษาอังกฤษสำหรับสื่อออนไลน์ กรุณาทำเครื่องหมาย X ตามระดับคะแนนที่สนใจต่อหัวข้อด้านล่าง

5 หมายถึง สนใจมากที่สุด                      2 หมายถึง ไม่ค่อยสนใจ

4 หมายถึง สนใจมาก                              1 หมายถึง ไม่สนใจ

3 หมายถึง สนใจ

หัวข้อ (Topics)	5	4	3	2	1
1. บันเทิง (Entertainment)					
2. ท่องเที่ยว (Travel)					
3. อาหาร (Food)					
4. หนังสือ (Books)					
5. ศิลปะและวัฒนธรรม (Arts&Culture)					
6. แฟชั่น (Fashion)					
7. เทคโนโลยี (IT&Gadgets)					
8. สุขภาพ (Health&Wellness)					
9. อื่นๆ (Others) โปรดระบุ					



## Appendix I

Scoring rubric adapted from Weir (1990) and Hodgson (1996)

Criteria	Scores			
	0	1	2	3
Accuracy (relevance and adequacy of content)	The content bears almost no relation to the topic. Totally inadequate information.	Content of limited relevance to the topic. Possibly major gaps in treatment of topic and/or pointless repetition.	For the most part content relevant to the topic, though there may be some gaps or redundant information.	Content relevant and adequate to the topic.
Grammar/Structure	Almost all grammatical patterns inaccurate.	Frequent grammatical patterns inaccurate.	Some grammatical patterns inaccurate.	Almost no grammatical patterns inaccurate.
Organization	No apparent organization of content.	Very little organization of content. Underlying structure not	Some organizational skills in evidence but not	Overall shape and internal pattern clear. Organizational skills

		sufficiently controlled.	adequately controlled.	adequately controlled.
Style	Writer barely communicates directly and personally to the reader using persuasive argument and description.	Writer communicates directly and personally to the reader using limited persuasive argument and description.	Writer communicates directly and personally to the reader using some persuasive argument and description.	Writer communicates directly and personally to the reader using effective persuasive argument and description.
Mechanics	Ignorance of conventions of punctuation. Almost all spelling inaccurate.	Low standard of accuracy in punctuation and spelling.	Some inaccuracies in punctuation and spelling.	Almost no inaccuracies in punctuation and spelling.

## VITA

Miss Kamonporn Ongphet was born on May 4th, 1981, Nakhonsawan, Thailand. She obtained a Bachelor's of Arts majoring in English (second class honor) from the Faculty of Humanities, Phranakhon Rajabhat University in 2002. In 2010, she continued her Master's Degree in Teaching English as a Foreign Language, Faculty of Education, Chulalongkorn University. She is a TV production house entrepreneur.





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