THE DEVELOPMENT OF AN ENGLISH ESSAY WRITING COURSE BASED ON THE SELF-MONITORING AND PEER FEEDBACK STRATEGIES FOR THAI UNDERGRADUATE ENGLISH FOR INTERNATIONAL COMMUNICATION STUDENTS

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A Dissertation Submitted in Partial Fulfillment of the Requirements
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การพัฒนารายวิชาการเขียนเรียงความโดยเน้นกลวิธีการกำกับดูแลด้วยตนเอง
และการให้ข้อมูลย้อนกลับจากเพื่อนสำหรับนักศึกษาไทยระดับปริญญาตรี
สาขาวิชาภาษาอังกฤษเพื่อการสื่อสารสากล

นายธนากร วีระไทย

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรดุษฎีบัณฑิต
สาขาวิชาภาษาอังกฤษเป็นภาษานานาชาติ (สหสาขาวิชา)
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ธนากร วีระไทย : การพัฒนารายวิชาการเขียนเรียงความโดยเน้นกลวิธีการกำกับดูแลด้วยตนเอง และการให้ข้อมูลย้อนกลับจากเพื่อนสำหรับนักศึกษาไทยระดับปริญญาตรีสาขาวิชา ภาษาอังกฤษเพื่อการสื่อสารสากล (THE DEVELOPMENT OF AN ENGLISH ESSAY WRITING COURSE BASED ON THE SELF-MONITORING AND PEER FEEDBACK STRATEGIES FOR THAI UNDERGRADUATE ENGLISH FOR INTERNATIONAL COMMUNICATION STUDENTS) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: ดร.ธัญญพร อารียา, 346 หน้า.

งานวิจัยนี้มีวัตถุประสงค์ 4 ประการ (1) เพื่อสำรวจความต้องการของนักศึกษาไทยระดับ ปริญญาตรีสาขาวิชาภาษาอังกฤษเพื่อการสื่อสารสากลและอาจารย์ประจำสาขาฯในเรื่องของทักษะการ เขียนเรียงความภาษาอังกฤษ (2) เพื่อพัฒนารายวิชาการเขียนเรียงความภาษาอังกฤษโดยเน้นกลวิธีการ กำกับตนเองและการให้ข้อมูลย้อนกลับจากเพื่อนเพื่อพัฒนาความสามารถในการเขียนเรียงความ ภาษาอังกฤษของนักศึกษา (3) เพื่อประเมินประสิทธิภาพของรายวิชาการเขียนเรียงความภาษาอังกฤษโดย เน้นกลวิธีการกำกับตนเองและการให้ข้อมูลย้อนกลับจากเพื่อน (4) เพื่อสำรวจทัศนคติของนักศึกษาที่มีต่อ รายวิชาการเขียนเรียงความภาษาอังกฤษโดยเน้นกลวิธีการกำกับตนเองและการให้ข้อมูลย้อนกลับจาก เพื่อน

งานวิจัยนี้เป็นงานวิจัยแบบผสมผสานซึ่งประกอบด้วย 3 ขั้นตอนหลักคือ การสำรวจความ ต้องการ การพัฒนารายวิชาและการประเมินประสิทธิภาพของรายวิชา เนื้อหาในรายวิชาดังกล่าวใช้สอน นักศึกษาชั้นปีที่ 3 สาขาวิชาภาษาอังกฤษเพื่อการสื่อสารสากล มหาวิทยาลัยเทคโนโลยีราชมงคลอีสาน วิทยาเขตขอนแก่น ภาคเรียนที่ 1 ปีการศึกษา 2559 จำนวน 30 คน ในการประเมินประสิทธิภาพของ รายวิชานั้นได้ใช้ผลคะแนนการเขียนเรียงความแบบอธิบายก่อน-หลัง รวมถึงคะแนนจากการกำกับตนเอง และการให้ข้อมูลย้อนกลับจากเพื่อนมาเปรียบเทียบ ซึ่งพบว่าคะแนนที่ได้หลังจากเรียนจบรายวิชาเพิ่มขึ้น อย่างมีนัยทางสถิติ นอกจากนี้แบบสอบถามทัศนคติ การสัมภาษณ์ บันทึกนักศึกษา และบันทึกผู้สอน นำมาใช้เป็นเครื่องมือเพื่อหาทัศนคติของนักศึกษาต่อรายวิชา ซึ่งพบว่านักศึกษามีทัศนคติทางบวกต่อ รายวิชาการเขียนเรียงความภาษาอังกฤษโดยเน้นกลวิธีการกำกับตนเองและการให้ข้อมูลย้อนกลับจาก เพื่อน รายวิชาช่วยพัฒนาทักษะการอ่านอย่างมีวิจารณญาณและเพิ่มพูนความรู้ผ่านขบวนการเขียนแบบ ร่วมมือกัน จากผลการศึกษาดังกล่าวสรุปได้ว่า แม้รายวิชานี้จะส่งผลดีต่อนักศึกษากลุ่มที่มีความสามารถ ในระดับสูง กลวิธีการกำกับตนเองและการให้ข้อมูลย้อนกลับจากเพื่อนควรนำไปปรับใช้กับผู้เรียนที่มี ความสามารถทุกระดับเพื่อเป็นจุดเริ่มต้นในการขัดเกลาทักษะการกำกับตนเองและทักษะการวิเคราะห์ วิจารณ์ในการเรียนการเขียน

สาขาวิชา ภาษาอังกฤษเป็นภาษานานาชาติ	ลายมือชื่อนิสิต _____
ปีการศึกษา 2560	ลายมือชื่อ อ.ที่ปรึกษาหลัก _____

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THANAKORN WEERATHAI: THE DEVELOPMENT OF AN ENGLISH ESSAY WRITING COURSE BASED ON THE SELF-MONITORING AND PEER FEEDBACK STRATEGIES FOR THAI UNDERGRADUATE ENGLISH FOR INTERNATIONAL COMMUNICATION STUDENTS. ADVISOR: TANYAPORN ARYA, Ph.D., 346 pp.

The objectives of this study were (1) to investigate the needs of English essay writing skills of Thai undergraduate English for Intermational Communication students and their teachers, (2) to develop an English essay writing course based on the SMPFS to enhance English essay writing performance of English for International Communication students, (3) to investigate the effectiveness of the course developed based on the SMPFS, and (4) to explore the students' attitudes toward the course developed based on the SMPFS.

In this mixed methods study, it comprised of three phases: needs analysis, course development, and main study. This study was conducted with 30 third-year undergraduate English for International Communication students who were required to take an English essay writing course in the first academic year 2016 at Rajamangala University of Technology Isan, Khon Kaen Campus. To evaluate the effectiveness of the course, the scores from the pre- and post-expository essay writing test and students' annotations and peer feedback were compared. Moreover, a four-point Likert scale attitude questionnaire, semi-structured interview, student log, and teacher log were used to find out the students' attitudes toward the course. Results revealed that the course was somewhat effective as the post-test, the annotation, and the peer feedback scores significantly improved ($t = 8.68$; $p = .000$), ($t = 7.53$; $p = .000$) and ($t = 3.10$; $p = .002$) respectively. In addition, the students viewed the SMPFS course positively, stating that it helped to develop critical reading skills and opened up their horizons to collaborative process writing. Although this course may have benefitted students of higher proficiency level in particular, it is recommended to introduce the self-monitoring and peer feedback strategies to learners of all levels as it serves as a springboard to honing self-monitoring skills as well as critiquing skills in writing classes.

Field of Study:	English as an International	Student's Signature	....
	Language	Advisor's Signature	....
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CHULALONGKORN UNIVERSITY

CHAPTER I
INTRODUCTION

This chapter presents an introduction of the study. It is divided into eight parts: background of the study, rationale, research questions, objectives of the study, statements of hypothesis, scope of the study, definition of terms, and significance of the study.

1.1 Background of the study

English writing is an important skill for students because it is one of the necessary ways to communicate with other people. However, students' writing abilities, especially those of English as a foreign language, are still limited. They do not know how to put ideas together when writing, and they also have problems in language use (e.g., Dooduang, 2002; Tanutong, 1984). Although there are changes in the university curriculum regularly to improve writing courses along with other courses, there are few courses that are specially designed to cater to the needs of the students. This is why the development of specific English courses has emerged, and educators and scholars have begun to realize the importance of students' needs in learning.

1.2 Rationale

The teaching and learning of English writing in the EFL context still poses many problems. The problems include large classes and high workload of teachers that affect how they provide feedback to students; writing instruction that does not focus on the process of writing; students' carelessness when making corrections given by teachers; and students' lack of confidence in writing. This is why different writing approaches and strategies are continually sought to help students write well.

Large classes and workload of teachers are common problems found in some EFL contexts (Honsa, Jr., 2013). This problem can affect the way the teachers provide feedback to the students, leading to minimal student writing improvement and acquisition after the course of study. Many times the teachers may be forced to provide feedback only in the final drafts (Chinnawongs, 2001), or provide indirect feedback that

is given in codes and symbols to the students to reduce marking time and workload. However, this type of feedback can be misleading and vague in helping the students revise their drafts because it is not always possible for the students to identify errors accurately (Hyland, 1990). Sampson (2012) mentions that coded feedback is not sufficient. The feedback should provide enough information and explanation to close the gap of writing problems and enable the students to use the information. Simply put, explanatory notes are needed to provide clearer ideas and bring about development. Thus, it can be said that large classes and high teaching loads can reduce the capability of the teachers to provide sufficient and clear feedback to the students.

Another problem observed is writing instruction that is not focused on writing as a process. The process of writing is time-consuming. The teachers have to not only teach but also evaluate the student's progress through multiple drafts (Changpueng, 2009). The teachers may ask the students to compose just a single draft on a topic and then move on to the next topic or genre in order to cover all the lessons. Also, some teachers tend to respond to most writing as if it were a final draft in order to save time and provide feedback only on surface level problems (e.g., Changpueng, 2009; Chinnawongs, 2001). This leads to a lack of regular practice for the students and idea generating. For this reason, teaching writing is still not effective enough as the focus tends to be on an end product rather a process. Graham and Sandmel (2011) mention that with the process of writing where the students are encouraged to plan, draft, and revise continuously, the students' papers are found to be more improved than writing a single draft. Therefore, it can be said that a process of writing is still not implemented sufficiently and effectively enough in EFL writing classes, especially when it comes to large classes and high workload of teachers, leading to slow improvement in the students' writing.

A further problem that can be observed in EFL writing instruction is students may not carefully note and understand all the corrections made by the teachers (Honsa, Jr., 2013). Honsa, Jr. mentions that some diligent teachers can provide a lot of direct feedback pointing out major and minor mistakes overtly. However, students often fail to note and learn from their mistakes. Such feedback may still confuse the students. They may not understand the feedback or the reasons behind such feedback. In addition, this type of feedback may sway students away from their original intentions and focus

their attention more on the teacher's ideas (Sommers, 1982), which may also make them lose interest and eagerness to study further corrections suggested by the teachers (Honsa, Jr., 2013). More importantly, this type of feedback is not likely to promote thinking and autonomous learning (Trustcott, 1996, 1999). It does not reinforce acquisition, or build up knowledge of students' productive skills (Cresswell, 2000), which are very important in writing and speaking. Thus, the same errors may still occur and proceed onto their future writing.

One last area of challenges involves students' confidence in writing. Some students do not feel confident enough in writing, leading to dependency on teacher feedback. According to Chinnawongs (2001), students may feel unconfident in writing because they feel constrained by their weaknesses in English. Hence, they tend to rely on teachers, prefer all errors pointed out by the teachers, and view teacher feedback as the most useful to help them improve writing (e.g., Bitchener & Knoch, 2008, 2009; Ferris, 2004; Lee, 2005; Riazantseva, 2012). Although teacher feedback is, to some extent, proven to be effective, it does not boost students' confidence in writing (Chinnawongs, 2001). Thus, using a strategy that boosts students' confidence in writing is necessary.

In short, these problems are found to have direct impact on the teaching and learning writing in the EFL context. This is why, to cope with such problems, educators have sought out strategies to employ in writing courses to yield best students' learning outcomes.

Strategies used in writing instruction

Many different approaches and strategies to writing instruction have been sought out and employed to develop EFL writing as well as to address such problems found in the teaching and learning of writing. Apart from the process writing approach, strategies that students have been trained to use are those that require individual control, i.e., self-correction, self-evaluation, and self-monitoring. The first strategy is self-correction. Self-correction has been known as an effective strategy to use to improve students' writing performance. It is a strategy that provokes reflection and deep thinking in language awareness (Yang, 2010). It encourages students to be responsible for their own progress by reflecting on their own strengths and weaknesses in writing. Through

self-correction, students replace errors or mistakes with what are correct to make progress in their writing.

Similar to self-correction is self-evaluation. Self-evaluation is a process where students determine levels of their own abilities or learning (Honsa, Jr., 2013). With self-evaluation, students reflect and engage in autonomous learning and make progress to meet the set standards or criteria. It brings about the improvement of students' writing performance.

Self-correction and self-evaluation emphasize revising, correcting, and evaluating written work with or without the help of teacher feedback. In order to do this on their own, students need adequate language ability and explicit training. Thus, it can be difficult for intermediate and low proficiency students to use these strategies to improve their writing. Honsa, Jr. (2013) revealed in her study that students had obstacles when self-evaluating because of their inadequate language ability. This is why the help of peer or teacher feedback is necessary. It is still necessary for students to receive feedback from reviewers to help them in writing because they believe that the feedback from reviewers can help them revise and write better (Chinnawongs, 2001; Muncie, 2000). Chinnawongs (2001) surveyed students' opinions on three types of feedback: teacher reformulation, self-evaluation, and peer evaluation. She found that the students viewed teacher reformulation the most useful strategy in helping them write with, followed by self-evaluation, and peer evaluation respectively. Thus, it can be confirmed that the feedback from teachers or peers is still necessary for students to improve their writing in addition to working individually when self-correcting or self-evaluating.

The next strategy is self-monitoring. Self-monitoring is how students take control over the feedback by writing comments and questions about problems that they see in their writing during the process of writing so that reviewers can respond directly to those comments and problems (Cresswell, 2000; Xiang, 2004). It means students can choose to self-monitor on particular aspects such as content, organization, or grammar. This caters more to their needs comparing to self-correction or self-evaluation. The students will be able to get feedback to revise their drafts as well, which is very important when it comes to revising. This is why educators and scholars view self-monitoring as an effective and advantageous strategy to improve students' writing

because it promotes autonomous learning, encourages critical and analytical thinking skills, and helps reviewers provide more specific feedback (Charles, 1990; Cresswell, 2000). These benefits help students improve writing and learn writing as a process effectively.

However, self-monitoring has been found to have few drawbacks in terms of training and proficiency level of the students using this strategy. First of all, students need to be well trained to self-monitor; otherwise, they may not be able to provide quality self-monitoring. According to Cresswell (2000), students may not be skillful enough to self-monitor on global aspects (content and organization) if they are not trained to do so. Students may choose to annotate more on surface-structure such as grammar and spelling rather than content and organization. Storch and Tapper (1996) investigated the use of self-monitoring strategy on the aspects the students concern most. There was no training session of making annotations. The idea of making annotations was only explained to the students. They found that the students' main concerns were with grammatical issues such as verb tenses, prepositions and articles. Thus, to help students provide quality self-monitoring, sufficient training is necessary. Students should be exposed to training that develops their critical thinking skills to help them annotate more on word choice such as content and organization.

The second challenge is related to student English proficiency level. Cresswell (2000) and Xiang (2004) concluded in their studies that self-monitoring was most beneficial to higher proficiency students, but had little effect on lower proficiency students as they tended to feel less confident in their writing skills leading to making ineffective self-monitoring. In order to solve these problems, it is important for teachers to train and tell students clearly on what aspects to annotate before they begin to self-monitor to boost their confidence in writing more. This also means that the training should encourage students to read critically because self-monitoring and critical reading complement each other (Charles, 1990; Xiang, 2004). If students develop their critical reading skills, they tend to formulate questions or comments that are meaningful. Although this strategy has certain flaws, it is the only strategy that would promote autonomy, assist reviewers in giving feedback, and possibly help with teacher workload as well.

The last strategy, which involves working collaboratively among students, is peer evaluation or peer feedback. According to Hawe and Dixon (2014), peer feedback is a socially situated process where students work together to encourage improvement. It is also a strategy that gives more control to students, rather than teachers, allowing them to make their own decisions and be more independent (Hyland, 2000; Yang, 2010). Peer feedback in writing is beneficial in various ways including promoting autonomy, developing thinking skills, creating collaborative relationship between the reviewers and the writers, boost students' confidence and motivation in learning writing, and reducing the burden of teachers (Chen, 2009; Chinnawongs, 2001; Ekşi, 2012; Rollinson, 2005).

Despite the many benefits of peer feedback, it does not come without challenges when using it in the instruction of writing. Firstly, students may feel uncomfortable and unconfident to give negative but useful comments to their peers. This can be found in many Asian cultures including Thailand. Students avoid criticizing peers' work and giving negative comments to avoid conflict (Chen, 2009). Instead, they may choose to provide positive feedback or no feedback at all in order to keep harmony. Thus, the writers may not benefit from the feedback and the strategy itself.

The second problem is the lack of trust among peers. The findings from several studies imply that students may lack trust of peers as reviewers (e.g., Rahimi, 2013; Tsai & Lin, 2012), especially when their peers may not provide clear feedback. Low proficiency students may feel uncomfortable giving comments. They may feel constrained by their weak language skills, so those with higher proficiency levels and high self-esteem in their ability may not trust the feedback given by the lower proficiency levels (Chinnawongs, 2001). This seems to be a major problem when mixed ability students are in the same class.

There are not easy ways to solve these problems, but Yang, Badger and Yu (2006) suggest a possible way to boost confidence of students in giving comments and minimize a lack of trust among students when receiving feedback. They suggest that teachers may allow students to choose their own peers to work with in pairs and communicate in their native language so that the ideas can be easily understood. This is likely to establish trust and rapport among students, allowing them to communicate more openly. Due to students' shyness and the superior role of teachers to the students

(Hyland, 2000; Lee, 2008), which can be found in many Asian cultures, students tend to prefer to work in pairs or in small groups rather than directly communicating with the teacher because they feel more comfortable. Most of the time students may choose to discuss and collaborate with their close friends to find solutions to the problems. Only a few students may choose to ask both the teacher and their close friends to clarify points they do not understand. Thus, allowing students to choose their own peers to work in pairs should be appropriate with EFL students, as it is likely to lessen the lack of trust among students. Students may be more confident in giving more useful negative comments as well.

Hyland and Hyland (2006) and Yang *et al* (2006) also suggest using peer feedback on drafts and followed by teacher feedback on the final texts. This allows students to learn more from each other without losing trust from their peers along the process of writing as the teacher will provide feedback on the final drafts. However, it is not always necessary that the teacher has to provide feedback only on the students' writing. The feedback from the teacher can also be given in terms of compliments and praises through student-teacher conferencing. The teacher may give compliments on the good peer feedback and provide suggestions on the poor peer feedback. Lee (2008) mentions that students welcome teacher feedback given in terms of praising and complimenting as well. This kind of feedback helps students have positive attitudes toward and confidence in writing. It can boost the confidence of low proficiency students when feedback is given to higher proficiency students as well.

A development of the SMPFS course

Regarding the problems of writing instruction mentioned above, self-monitoring would be a valid and workable strategy because it promotes self-awareness and encourages students to think critically to ask questions of their own writing during the process of writing. The strategy does not focus solely on correcting errors and revising their writing like self-correction and self-evaluation. Instead, it requires the help of reviewers to provide feedback that responds to the questions they have made to improve their writing. It also caters to the students' needs to get targeted and explicit feedback from reviewers on both local and global aspects (Charles, 1990; Chen, 2009; Cho, Cho & Hacker, 2010; Cresswell, 2000; Xiang, 2004; Yang, 2010). Hence, this may solve the problems of teacher feedback as well as reduce teacher workload as well.

Also, the teaching and learning of English writing in the EFL context, students have not much been exposed to independent learning. Students depend more on teacher feedback. Thus, the chance to become active learners is very slim. In order to encourage the students to become both readers and assessors, self-monitoring can be an appropriate and effective strategy to promote that opportunity because of one of its characteristics is to encourage students to act as both readers and writers or assessors (Charles, 1990; Cresswell, 2000).

However, using only self-monitoring strategy may not be enough to help the students share ideas openly and comfortably because they are still waiting for feedback from the teacher through their self-monitoring. Also, they may not be able to develop their self-monitoring skills well enough on their own as their proficiency levels are mixed. Thus, sharing, negotiating, and discussing ideas in writing among friends to come up with solutions to the problems is essential in learning because this is found to benefit the students in a long run and also boost their confidence and motivation (Chinnawongs, 2001; Hyland, 2000). Through idea discussion and negotiation of peer feedback, the students can develop their thinking skills more openly (Chen, 2009; Chinnawongs, 2001). This enables them to reflect and evaluate the feedback that is given by peers, encouraging them to gradually learn from the negotiation and discussion to self-monitor their own writing. Simply put, peer feedback is a strategy that helps scaffold the students' knowledge through discussion and negotiation of feedback, so the students can think along and develop their self-monitoring skills to make their own annotations. These two strategies are prone to complement each other. Thus, peer feedback is an appropriate strategy to couple with self-monitoring in this study. The strategy promotes thinking skills, collaboration, and autonomy that the students basically need for self-monitoring. It also creates mutual understanding among friends, leading to long-term improvement, and higher confidence and motivation in writing.

In brief, to cope with the problems of large classes and high workload of teachers that affect the way teachers provide feedback to students, writing instruction that does not emphasize the process, and low confidence and motivation in writing, a development of an English essay writing course for EFL students is essential. The self-monitoring and the peer feedback strategies are appropriate for the proposed course as they have numerous advantages in teaching and learning writing. Empirical studies also

confirm that these strategies are suitable and workable in the teaching and learning writing as a process. The students develop critical thinking skills, learn independently, become both readers and assessors, have more confidence in writing, and have positive attitudes toward the use of self-monitoring and peer feedback. Also, the strategies can facilitate reviewers to provide explicit feedback and reduce the teacher's burden. Therefore, the development of an English essay writing course based on the self-monitoring and peer feedback strategies to enhance Thai undergraduate English for International Communication students' writing performance can be worthwhile and useful to conduct.

The development of this course is different from other designed courses in other previous studies for two main reasons. Firstly, the course is developed based on the self-monitoring and peer feedback strategies, while others are designed based on a particular strategy either self-monitoring or peer feedback. Coupling self-monitoring with peer feedback strategy tends to yield more benefits than those studies conducted on a single strategy in learning writing. Not only it provides the students with chances to be more independent learners, but it also allows them to collaborate and discuss the feedback. This facilitates them to scaffold their knowledge to think more critically to self-monitor and be more confident in learning writing. Secondly, many academic English writing courses are designed based on the genre-based approach, particularly in the Thai context. On the contrary, this course is designed for the EFL students based on the self-monitoring and peer feedback strategies. It tends to encourage more thinking skills and collaboration than other previously designed courses, and this is essential for the EFL students to enhance their writing skills in a long run, especially in the Thai context.

1.3 Research questions

This study aims to answer the following research questions:

1. What are the English essay writing skills needed by Thai undergraduate English for International Communication students and their teachers?

2. How can an English essay writing course based on the self-monitoring and peer feedback strategies (SMPFS) be developed to enhance the English essay writing performance of English for International Communication students?

3. What is the effectiveness of the English essay writing course for English for International Communication students developed based on the SMPFS?

4. What are the students' attitudes toward the English essay writing course developed based on the SMPFS?

1.4 Objectives of the study

The objectives of this study are as follows:

1. To investigate the needs of English essay writing skills of Thai undergraduate English for International Communication students and their teachers

2. To develop an English essay writing course based on the SMPFS to enhance English essay writing performance of English for International Communication students

3. To investigate the effectiveness of the English essay writing course developed based on the SMPFS

4. To explore the students' attitudes toward the English essay writing course developed based on the SMPFS

1.5 Statements of the hypothesis

Based on an extensive literature review, it can be concluded that teaching English writing based on the self-monitoring and peer feedback strategies can enhance essay writing performance (Charles, 1990; Cresswell, 2000; Nicol, Thomson & Breslin, 2014; Phochanapan, 2007; Ramano & Martinez, 2014; Sadeghi & Baneh, 2012; Xiang, 2004). Also, in EFL contexts, such as Chinese and Thai, the students have positive attitudes toward the self-monitoring and peer feedback strategies in writing (Chinnawongs, 2001; Xiang, 2004). Hence, the hypotheses of this study are as follows:

1. The essay writing mean score in the post-test of the English for International Communication students who are taught with the SMPFS English essay writing course is significantly higher than the pre-test mean score.

2. The results of the questionnaire, student logs, and semi-structured interview indicate positive attitudes of the students toward the overall course at the end of the course of study.

1.6 Scope of the study

The participants of the study are 30 third-year undergraduate students majoring in English for International Communication (From now to be called EIC). The students are required to take an essay writing course at Rajamangala University of Technology Isan, Khon Kaen Campus in the first semester of the academic year.

The independent variables in the study are self-monitoring strategy and peer feedback strategy. The researcher uses these two strategies as tools with the students to enhance students' English essay writing performance.

The dependent variables consist of students' English essay writing performance and students' attitudes toward the English essay writing course developed based on the self-monitoring and peer feedback strategies. The researcher studies these two dependent variables by comparing the mean scores between the pre-test and the post-test whether they show any significance. Also, the researcher studies the data obtained from the attitude questionnaire, the semi-structured interview, and the student log to explore their attitudes toward the developed course. Descriptive statistics of percentage, mean, and standard deviation, as well as a dependent *t-test*, are used to analyze the quantitative data, while content analysis is used to analyze the qualitative data.

1.7 Definition of terms

Self-monitoring strategy

Self-monitoring is a strategy to teach writing. It concerns a process of thinking using meta-cognitive strategy to evaluate own behaviors in relation to goals (Toofan, 2014). Self-monitoring also provides students with an opportunity to activate their linguistic competence in correcting both peers' and their own errors (Tsai & Lin, 2012). According to Charles (1990), using a self-monitoring strategy in a process writing course can be done in four steps. First, students draft and monitor their texts. Second, a teacher/editor responds in writing to the monitored comments. Third, students respond to editorial comments and rewrite their drafts. Finally, a teacher/editor responds to student comments and their second draft.

In this study, self-monitoring is defined as a strategy to improve writing. It emphasizes the students' use of critical thinking and reading skills to evaluate their drafts on five aspects: content, organization, language use, vocabulary, and mechanics.

The students express their intentions and/or uncertainties from their drafts on the five aspects by underlining, making comments or asking questions on the margin of the drafts or on additional pieces of paper using either their mother tongue or English so that peers can give feedback that responds directly to the comments or questions. The underlines, comments or questions refer to student's annotations or student self-monitoring.

Peer feedback strategy

Peer feedback is a strategy to teach writing. It is a socially situated process where students work together, in pairs or small groups, to construct achievement and encourage improvement (Hawe & Dixon, 2014). According to Yang (2010), peer feedback is a way that broadens and deepens students' thinking and understanding when they compare their own writing processes with those of others. Put simply, it gives control to students by allowing them to decide to provide comments, or accept or reject peers' comments (Hyland, 2000). To apply a peer feedback strategy is a process writing course, Min (2005) suggests four training steps: clarify the writer's intention, identify the problem, explain the nature of the problem, and make specific suggestions.

In this study, peer feedback is defined as a strategy to improve writing. It focuses on pair collaboration using thinking skills to answer the questions directly to the writers' annotations on five aspects: content, organization, language use, vocabulary, and mechanics in order to help the writers revise their drafts. Peers can provide feedback using either their mother tongue or English as well as provide additional comments on the five aspects other than what writers have made during the self-monitoring stage if they believe that the additional comments would help writers improve their drafts.

The English essay writing course developed based on the self-monitoring and peer feedback strategies

In this study, the English essay writing course is developed to teach essay writing based on the self-monitoring and peer feedback strategies. It is a compulsory course for the third-year EIC students at Rajamangala University of Technology Isan, Khon Kaen Campus. It is a three-credit compulsory course, consisting of 15 sessions with three hours per session. The lesson plans are designed based on the teaching essay writing strategies (Mason, 2008), the process of writing (Brown, 2001; Krizan &

Logan, 2000; Lunsford & Bridges, 2003; Morenberg & Sommers, 2003), self-monitoring training steps (Charles, 1990; Xiang, 2004), peer feedback training steps (Min, 2005), and teaching critical reading (Knott, n.d.; McPeck, 1981). The materials are developed based on the course description and course objectives, covering three genres of essay: narrative, descriptive and expository.

English for International Communication students (EIC)

English for International Communication (EIC) students are students at Rajamangala University of Technology Isan, Khon Kaen Campus. In this study, they are third-year students who enroll in the English essay writing course in the first semester of the academic year. The students consist of both male and female, but the majority of them are females. Their average proficiency levels are between intermediate and low intermediate.

1.8 Significance of the study

This study aims to develop an English essay writing course based on the self-monitoring and peer feedback strategies to enhance the English essay writing performance of EIC students. Also, the researcher investigates the students' attitudes toward the developed course. Thus, it is expected that the findings of this study contribute to research in the field and benefit different groups of individuals as follows:

1. Theoretical significance

In theory, first, this study may provide a better understanding of whether or not students in a Thai context can be trained and be instilled with the idea of being critical of their own writing.

Second, this study may show whether or not students are be able to be left independent to monitor their own writing and, given the appropriate learning environment, also provide feedback to peers without constraints.

2. Practical significance

Firstly, the students have an English essay writing course that matches their needs. The developed course may also provide them with the language skills they need for their daily life and future careers. In addition, the findings of the study may foster positive attitudes and encourage the students to increase awareness of the importance

of asking good questions, making explicit comments, and providing targeted and relevant feedback during the process of writing.

Secondly, the teachers can employ the developed course in their own writing classes or other skilled-focused courses. Also, the findings of the study may or may not counter the argument that a self-monitoring strategy can only be applied to high proficiency students. If the findings of the study agree with the argument, it may help teachers apply self-monitoring to specific group of students to yield best benefits. However, if the findings of the study disagree with the argument, it may be another alternative for teachers at both university and school levels to apply the strategy to enhance students' writing performance of all proficiency levels.

Thirdly, the university has a course that more specifically serves the needs of the EIC students.

Finally, course developers can use the developed course as a guideline for developing their own language courses.

CHAPTER II
LITERATURE REVIEW

To develop an English essay writing course based on the self-monitoring and peer feedback strategies to enhance Thai undergraduate EIC students, a review of the literature is conducted. It includes eight main parts discussing concepts of teaching and learning writing, self-monitoring strategy, critical thinking, peer feedback strategy, collaborative learning, related research, course development, and course evaluation.

In order to develop a course based on the self-monitoring and peer feedback strategies, it is believed that collaborative learning and critical thinking skills serve as key elements to these strategies. To self-monitor effectively, students should be able to read and think critically to come up with explicit questions or concerns. Students need to be able to evaluate and read between the lines to ask questions. Thus, critical reading and thinking skills are necessary for students when self-monitoring. To provide peer feedback, students need to work and learn collaboratively through discussion and negotiation for feedback. It is necessary to work with other students in order to provide explicit feedback to improve their writing. If students cannot provide clear and explicit feedback to the questions, they may not be able to revise their work. Therefore, critical thinking and collaborative learning are theoretical concepts that need to be discussed alongside with the self-monitoring and peer feedback strategies when designing the course.

2.1 Concepts of teaching and learning writing

To develop an English essay writing course based on the self-monitoring and peer feedback strategies to enhance Thai undergraduate EIC students, major approaches in teaching are necessary to be reviewed. One of the approaches can be used as a basis to develop the course. This section discusses the product-based approach, the process approach, teaching essay writing strategies, and assessing writing ability.

Writing is one of the most important skills needed in different contexts of life, such as school and workplace. It involves the process of transferring ideas from writers to reader's thought, and this can be difficult to make readers understand the writers' real

intentions and meanings in the papers. Writing also requires a lot of efforts to teach and learn because it can be time-consuming, especially when teaching and learning writing as a process. This might be why some teachers and students are not always happy when it comes to teaching and learning writing. However, writing is too important to ignore, and it is necessary to minimize such difficulties in writing to better succeed in teaching and learning this skill.

Writing is a production of coding the messages, translating their thoughts into language, and sequencing sentences in a particular order in certain ways (Byrne, 1979). The students need to write, organize ideas, and connect sentences grammatically and logically. However, this is not an easy task to do and determine what the most effective method to teach writing is. This is because different teaching contexts need different approaches. Consequently, to develop an appropriate approach to teach writing, it is important to understand the major approaches in teaching writing.

2.1.1 Product-based approach

The product-based approach emphasizes on the finished product of writing. It focuses on the writing tasks that the students initiate and copy the teacher's models. Thus, the assumption can be that once the students follow the teacher's models, they can use the same patterns to write appropriately in the future (Shih, 1986). Moreover, with this approach, the writers produce a piece of writing accurately based on language use, vocabulary choices, and mechanics. Simply put, mistakes and corrections on form are the focus of this approach. According to Pincas (1982), fixed patterns of small components in sentences are internalized by the students before applying them in writing in order to avoid grammatical mistakes. Thus, writing is viewed as a product. The students write based on the knowledge of grammar and vocabulary, so the primary goal of product writing is an error-free coherent text.

Steele (2004) provides the characteristics of the product-based approach that involve initiating the model text, writing only one draft, focusing on controlled practice, working individually, and emphasizing end product. This approach serves the students' needs in terms of providing linguistic knowledge to the students (Changpueng, 2009). They can imitate the correct forms of language to use in their future writing. It mainly focuses on grammar and the end product. On the other hand, collaborating, revising, and searching for new information are not part of this approach. Hence, the creativity

in writing of the students is low when comparing to the process approach (Changpueng, 2009).

In short, the product-based approach emphasizes on writing that concerns on the knowledge of language. The improvement of writing is seen by imitating the models. The focus is on the end product where creativity in writing is limited. Thus, the teachers have to be aware of this limitation when applying this approach in writing classes.

2.1.2 Process approach

Writing as a process is how writers go through the process of writing when they are composing a piece of paper. To go through the process, writers have to plan, draft, and revise multiple drafts before submitting their final drafts. It is believed that teaching to focus only on the product is not enough to enhance the students to write well. The students should be able to learn to write continuously as a process.

The process of writing is a useful and effective because it helps students think, write, and modify their drafts in an organized way. According to Krizan and Logan (2000), Lunsford and Bridges (2003), and Morenberg and Sommers (2003), there are three stages in the process of writing.

1. Prewriting refers to planning, thinking and beginning the writing. The students generate their ideas at this stage.

2. Drafting refers to writing down on paper or a computer screen. It is a way of producing a rough draft of the paper. Students should not be concerned with errors, words, sentence structure or punctuation because it can stop the flow of ideas.

3. Rewriting or revising refers to modifying a written draft. It is a process to strengthen and to improve the students' writing.

Brown (2001) provides very thorough steps to provide the students to learn writing as a process effectively as follows:

1. Focusing on the process of writing from first to final drafts

2. Assisting students to understand own writing process

3. Assisting students to build knowledge of the prewriting, drafting, and revising stages

4. Providing students time to write and revise

5. Placing the importance of revising stage

6. Allowing students to communicate what they want when they write

7. Providing students feedback throughout the writing process

8. Encouraging feedback from both teachers and peers

9. Having student-teacher conferencing during the writing process.

As seen from the steps to help students learn writing as a process provided by Brown (2001), it seems that the process of writing is non-linear. Although the steps are an elaboration of the prewriting, drafting, and revising stages, the students can go back and forth throughout the process (Ekşi, 2012). The students can write and then revise at any time needed and also find new information to elaborate more on their writing. This means the time for the students to write should not be very restricted as the students can go through the process effectively. Thus, this can be a limitation of this approach because it is time-consuming. It cannot be used in some academic writing, such as report writing and essays for examinations (Horowitz, 1986).

In brief, writing as a process is how the students go through the stages of planning, drafting, and revising. In order to develop an English essay writing course based on the self-monitoring and peer feedback strategies, this approach can be an appropriate approach because it involves thinking skills and providing feedback. These skills are essential when learning to write as a process. Therefore, it is important for the teacher to plan and carefully integrate this approach into the self-monitoring and peer feedback strategies to effectively yield most benefits in teaching and learning writing.

To sum up, the two writing approaches are major approaches in teaching writing that can bring to the success in writing. To employ or follow any of these approaches, teachers have to think of the context, the students, and the objectives of the course carefully whether these fit into the course or not. Due to the lack of teaching writing as a process in some EFL contexts, the researcher follows the process writing approach in this study. This approach involves thinking skills that are necessary and appropriate in learning writing through the use of self-monitoring and peer feedback strategies. It does not focus solely on end products and feedback that was mostly given on linguistic features like the product-based approach. Thus, the researcher decides to follow the process approach in this present study.

2.1.3 Teaching essay writing strategies

Teaching essay writing may not be successful without teaching essay writing strategies. Teaching essay writing strategies is important when a teacher teaches an essay writing course. It is found to help the teacher understand and plan on how to teach students as a process effectively. Collins (1999) has proposed four stages of how to teach writing strategies. The stages are as follows:

1. Identifying a strategy

With this stage, students identify their weaknesses in writing. The teacher encourages students to discuss what they see in writing as difficulties asking them about how they write and what they think about when writing. The teacher can observe the students' papers and discuss the problems with them.

2. Introducing the strategy by modeling

Introducing the strategy by modeling refers to teacher demonstrating writing in front of the class. The teacher may ask students to follow and imitate the writing for themselves or compose a similar piece of writing that the teacher is demonstrating. Students should not simply copy the writing, but share their ideas on the teacher's writing as well.

3. Scaffolding students' learning of the strategy

Scaffolding students' learning begins when students are trying to deal with writing problems by collaborating with the teacher or peers. Students try to cope with the problems with the help of the teacher, doing pair work, or group work helping each other to learn and understand the strategies.

4. Repeating practices and reinforcement

Repeating practices and reinforcement refer to providing time for students to use the strategies several times and independently with a gradual reduce amounts of assistance each time. It is important for the teacher to teach students to use a few keys of writing strategies well rather than to teach them many things that are insufficient. Because teaching a few keys of writing strategies well can benefit students more in a long run.

Mason (2008) has proposed similar teaching essay writing strategies, but more thorough. Her strategies involve six stages that are illustrated as follows:

1. Developing pre-skills

At this stage, the teacher should assess the students' prior knowledge of the essay genre, parts, and variants. It is important to establish that each student understands the purpose for writing: (a) to express ideas in a story or personal narrative, (b) to provide information, or (c) to persuade or give an opinion. The teacher may use model or anchor essays as a way to assess students' knowledge about genre-specific essay parts (e.g., a thesis in a persuasive essay). Students can either mark parts on a printed essay or in some other way indicate when they have found a part.

2. Discussing the strategy

Before introducing a strategy, the teacher and students should discuss what good writers do when writing an essay. The teacher may ask how the students write, what they think while writing, and what they see as difficulties. The strategy is then introduced as a "trick" for improving writing. For example, introduce materials (e.g., mnemonic charts and graphic organizers) while describing the strategy. The teacher may use a sample essay to foster discussion about how to improve an essay by adding more parts.

3. Modeling

Modeling is a foundation for teaching most strategies. It is critical when teaching writing. Modeling is to demonstrate how and when to use the strategy with supporting materials (charts, organizers). Put simply, students are supposed to speak their thoughts ("think aloud") while writing. The teacher may do this by asking students to share ideas to the writing while the teacher is writing in front of the classroom. This stage of instruction is critical for illustrating the process in planning and writing a well-organized essay.

4. Memorization

Students should be provided time to memorize the strategy until they are fluent in understanding mnemonics, their meanings, and each strategy step. It is a stage that helps students get used to the strategy by using the strategy repeatedly. Memorization is necessary for students as it helps them develop their skills until they are confident to use the strategies.

5. Guided practice

The teacher scaffolds support as needed to ensure that students are successful. Guided practice begins with teacher and students collaboratively writing essays. The students provide ideas, while the teacher writes notes and the essay. Support materials are used and the number of essay parts are counted and recorded. It is important for the teacher to provide guided practice in writing essays with all essay parts.

6. Independent performance

To demonstrate independence, students should apply strategy steps without teacher or material prompts. Support materials, for example, are gradually replaced with student-written products (i.e., students writing their own graphic organizer on blank paper). Put simply, students use the strategy many times with decreasing amounts of assistance each time. To establish generalization to the inclusive classroom, students should be given an opportunity to practice writing essays in novel settings and with different teachers.

In brief, teaching essay writing strategies is important. It is necessary that the teacher have to plan and follow the steps carefully when incorporating writing strategies into teaching and learning writing, especially in a process writing course. This is because most writing strategies are designed to facilitate the students to write better as a process by planning, drafting, and revising, but these strategies require explicit training and constant practices. Thus, steps to teach students to use these writing strategies are necessary. Although the procedures to teach essay writing strategies proposed by educators and scholars are similar in many ways including discussing the strategy, modeling, practicing, and performing independently, the teacher has to find ways that are manageable and appropriate with the course and the students in order to train the students and teach essay writing effectively. In this study, the researcher adapts the teaching essay writing strategies proposed by Mason (2008). The stages are thoroughly explained and can fit into a process writing course well. The researcher can integrate these stages with the writing strategies used in the study into teaching writing in a concrete, explicit, and manageable way.

2.1.4 Writing assessment criteria

To assess the students' English writing ability, the process and the criteria must be clear. The scores provided to the students should contribute to the learning of the

students and conform to the goals and the course objectives. Thus, it is vital to understand the assessment procedures to ensure that the students are being fairly assessed.

Rating scales used to score writing are generally divided into three types: holistic, primary trait, and analytical scoring. The teacher may either use holistic, primary trait, or analytical rating scales; it can evaluate students' progress and also help identify problems in students' writing and even the effectiveness of the course. Weigle (2002) briefly describes each rating scale that holistic offers a general impression of a piece of writing, primary trait is based on separated scales of overall writing features, and analytical judges performance traits relative to a particular task. The explanation and examples of each rating scale are as follows:

1. Holistic rating scale

In holistic rating scale, raters judge an overall impression of a performance and match it to best fit the descriptions on the scale (Center for Advanced Research on Language Acquisition, 2014). Each scale describes performance on several criteria (e.g. content + organization + language use + vocabulary). Put simple, the judgements are made on the total quality of a written text to produce a single score. Normally, there are four dimensions found in a holistic rating scale (Phochanapan, 2007). First, content/organization, the focus is on central idea with appropriate elaboration and conclusion. Second, fluency and structure, it involves an appropriate use of verb tense with a variety of grammatical and syntactic structures. Third, word choice, it focuses on a variety, clear and appropriate use of vocabulary for its purpose. Last, mechanics, it involves absence of errors in spelling, punctuation, and capitalization. In a process writing course; however, teachers may add more dimensions (e.g., the use of transition) in a holistic rating scale to make it more appropriate and precise when assessing the students' work. An example of a holistic rating scale proposed by O'Malley & Pierce (1996: 143) for assessing writing is illustrated in Table 2.1.

Table 2.1: Holistic rating scale

Level	Criteria
Level 6	• Conveys meaning clearly and effectively • Presents multi-paragraph organization, with clear introduction, development of ideas, and conclusion • Shows evidence of smooth transitions • Uses varied, vivid, precise vocabulary consistently • Writes with few grammatical/mechanics errors
Level 5	• Coveys meaning clearly • Presents multi-paragraph organization logically, though some parts may not be fully developed • Shows some evidence of effective transitions • Uses varied, and vivid vocabulary appropriate for audience and purpose • Writes with some grammatical/mechanics errors without affecting meaning
Level 4	• Expresses ideas coherently most of the time • Develops a logical paragraph • Writes with a variety of sentence structures with a limited use of transitions • Chooses vocabulary that is (often) adequate to purpose • Writes with grammatical/mechanic errors that seldom diminish communication
Level 3	• Attempts to express ideas coherently • Begins to write a paragraph by organizing ideas • Writes primarily simple sentences • Uses high frequency vocabulary • Writes with grammatical/mechanical errors that sometimes diminish communication

Table 2.1: Holistic rating scale (continued)

Level	Criteria
Level 2	- Begins to convey meaning - Writes simple sentences/phrases - Uses limited or repetitious vocabulary - Spells inventively - Uses little or no mechanics, which often diminish meaning
Level 1	- Draws pictures to convey meaningful - Uses single words, phrases - Copies from a model

2. Primary trait

Primary trait scoring was designed to evaluate on a language-based feature (e.g., sentence fluency/structure) or a content-based feature (e.g., accurate content) elicited by a given writing task or prompt (Center for Advanced Research on Language Acquisition, 2014). It focuses on a specific approach that a writer might take to be successful on a specific writing task. Put simply, this type of scoring focuses on whether or not each paper shows evidence of the particular trait or feature teacher wants students to demonstrate in writing (Phochanapan, 2007). For instance, the students are required to write a persuasive letter to the editor of a school newspaper. Thus, the purpose of the letter is to persuade an audience. The teacher may rate the students' writing by using the following guidelines in Table 2.2 (Center for Advanced Research on Language Acquisition, 2014).

Table 2.2: Primary trait rating scale

Point	Trait/Feature
0	• Fails to persuade the audience
1	• Attempts to persuade but does not provide sufficient support
2	• Presents a somewhat persuasive argument but without consistent development and support
3	• Develops a persuasive argument that is well-developed and supported

In primary trait rating scale, the paper is assessed on only one trait or feature, while other features of the paper are ignored.

3. Analytical rating scale

Analytical rating scale separates the features of a composition into components that are scored separately (Phochanapan, 2007). This type of rating scale provides feedback to students on specific aspects of their writing. One of the most widely used is an analytical rating scale, which was created by Jacobs *et al* (1981). The student's writing is rated on five writing aspects: content, organization, vocabulary, language use, and mechanics. Thus, the students can make progress in different dimensions rapidly. However, teachers may have to spend more time to evaluate the students' paper. Sometimes, teachers may also not agree with the weights given to the separate components. An example of an analytical rating scale created by Jacobs *et al* (1981) for assessing writing is illustrated in Table 2.3.

Table 2.3: Analytical rating scale

Score	Point	Criteria
Content (30 points)	30-27	Excellent to very good: knowledge, substantive, thorough development of thesis, relevant to assigned topic
	26-22	Good to Average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail
	21-17	Fair to Poor: limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very poor: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization (20 points)	20-18	Excellent to Very good: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	17-14	Good to Average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing

Table 2.3: Analytical rating scale (continued)

Score	Point	Criteria
	13-10	Fair to Poor: non fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	Very poor: does not communicative, no organization, or not enough to evaluate
Vocabulary (20 points)	20-18	Excellent to Very good: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to Average: adequate range, occasional errors of word/idiom form, usage *but meaning not obscured*
	13-10	Fair to Poor: limited range, frequent errors of word/idiom form, choice, usage, *meaning confused or obscured*
	9-7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
Language Use (25 points)	25-22	Excellent to Very good: effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to Average: effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions *but meaning seldom obscured*
	17-11	Fair to Poor: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, *meaning confused or obscured*

Table 2.3: Analytical rating scale (continued)

Score	Point	Criteria
	10-5	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
Mechanics (5 points)	5	Excellent to Very good: demonstrates mastery of conventions, few errors of spelling, punctuations, capitalization, paragraphing
	4	Good to Average: occasional errors of spelling, punctuation, capitalization, paragraphing *but meaning not obscured*
	3	Fair to Poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, *meaning confused or obscured*
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

To assess the students' writing ability in a writing course, teachers may use one of these rating scales to assess depending on the purpose of the writing and also the context. Teachers may use holistic rating scale to assess students' writing in a large scale to save time. On the other hand, teachers may use analytical rating scale to assess students' writing to provide specific feedback so that students can make progress over time in some or all dimensions.

In the context of teaching and learning essay writing at Rajamangala University of Technology Isan, Khon Kaen Campus, the EIC students are required to learn to compose their texts based on the five aspects in writing: content, organization, language use, vocabulary, and mechanics. Therefore, to assess the students' writing ability, the researcher follows the analytical rating scale proposed by Jacob *et al* (1981). This is because a number of students are not large. It is workable and manageable. Also, the researcher can see how students progressed in all five aspects in writing more clearly.

2.2 Self-monitoring strategy

Strategies used to enhance learning writing in EFL context are important. One strategy that educators and scholars have introduced to help students develop writing skills is self-monitoring.

Self-monitoring is the term originated in the psychological field and developed by Mark Snyder in the 1970s in order to observe and evaluate one's behavior (Leone, 2011). Self-monitoring works through cognitive process allowing humans to measure their behavioral outcomes against a set of standards such as the ability to plan, organize, pay attention to details, and mange time (Bales, n.d.). This helps people know how their behaviors are so that they can later adjust and improve their behaviors to the standards.

Self-monitoring was first used in language learning particularly in writing through the two most influential self-regulatory models of writing by Haynes and Flowers in 1980 and Scardamalia and Bereiter in 1986 (Gramham & Harris, 2000). The models involve the process of planning, monitoring, evaluating, and revising multiple drafts during the process of writing. The emphasis on writing as a process has influenced the teaching and learning of writing in that revising is an important key for the improvement of students' writing (Charles, 1990). Put simply, the role of teacher to respond to students' writing by giving explicit feedback can help students revise and improve their writing skills.

Self-monitoring strategy in teaching and learning writing was proposed by Charles in 1990 where students ask questions about their texts during the writing process so that the teacher can give feedback responding to the students' questions (Xiang, 2004). However, it has not been used widely and extensively until the last decade as the trends in teaching and learning language have been changed to focus more on autonomous learning, critical thinking skills, and long-term learning. For this reason, scholars have started to pay more attention to the self-monitoring strategy in order to shed light on the teaching and learning of English writing especially in EFL contexts.

2.2.1 Definition of self-monitoring

Self-monitoring is defined by Charles (1990) as students make annotations on their texts when they have doubts either during the writing process or on completion of the drafts. Simply put, the students come up with questions or comments about the texts

they are reading so that teachers can provide explicit feedback during the mid-drafts as well as the finished drafts.

Romano and Martinez (2014) define self-monitoring as the students underlining and annotating their drafts with questions, doubts, comments, or impressions regarding those items or areas in which they would like to receive feedback from the teacher. The teacher, in turn, responds to the annotations (i.e., questions) made by the writer. This way, the student is the one who initiates and directs the process of feedback and subsequent revision.

Tsai and Lin (2012) define self-monitoring as the students commenting with their own observations and inspecting the teacher's comments on the same writing. This way, the students play two roles, both reviewers and writers. The students act as reviewers editing compositions from a diverse reader point of view as well as act as writers to improve their own writing from the feedback given. This facilitates the teacher's understanding of the students' written content enabling the teacher to better understand the problems the students encounter in their writing.

Sadeghi and Baneh (2012) briefly define a similar definition. Self-monitoring is students producing personal feedback loops by annotating their drafts with comments and queries so that the teacher responds to these notes giving direct and appropriate feedback on the problem areas raised by the students. So, the students revise their drafts according to the given direct feedback.

Toofan (2014) defines self-monitoring as process of thinking. It is a process that students are often known about their own behaviors to evaluate in right direction with relating to goals. This process is part of the meta-cognitive strategy where students plan, monitor and evaluate their strengths and weaknesses through the process of thinking. Put simply, self-monitoring provides them awareness and self-generated comments regarding their own comprehension or performance.

As seen from the above definitions, self-monitoring concerns a process of thinking where students are required to think and formulate questions from their own work independently. The formulated questions help students get the feedback that caters to their needs. In order to formulate good questions to get good feedback from reviewers, the ability to think and read critically is required otherwise they may not be able to get good feedback to improve their drafts. In other words, the ability to critique

their own work is necessary. It is, therefore, can be concluded that if educators expect to use the self-monitoring strategy to enhance students' writing ability, students need to develop their critical thinking skills. These two concepts work together on the process of thinking, or meta-cognition.

2.2.2 Meta-cognition

Meta-cognition involves the process of thinking that shares close relationship with self-monitoring. It involves planning, monitoring, and evaluating one's own problems (O'Malley & Chamot, 1990). Hype and Bizar (1989) define meta-cognition as a process where individual carefully thinks of how to solve problems through self-planning, self-monitoring, self-regulating, self-questioning, self-reflecting, or self-reviewing. Similarly, Flavell (1976) defines meta-cognition as knowledge concerning one's own thinking processes to solve the problems. In other words, meta-cognition is thinking about one's own thinking and learning providing opportunity for students to learn, monitor, and evaluate their learning progress (McKeachie, 2000; O'Malley & Chamot, 1990). Thus, without meta-cognition, students may lose track to improve their learning.

In the context of teaching and learning writing as a process, meta-cognition involves stages of planning, monitoring, and evaluating. These stages can be called metacognitive strategies (O'Malley & Chamot, 1990). In relation to the self-monitoring strategy in writing, metacognitive strategies prompt students to carefully think of own writing problems and try to find solutions to the problems. Thus, it is necessary to stimulate students to improve meta-cognition in writing. According to Darasawang (2000), students can improve their meta-cognition as follows:

1. Planning. Students learn to determine their learning objectives. They think about what, why, when, and how to learn.

2. Monitoring. Students think of problems they encounter in learning. They monitor their learning and may self-assess during the process of learning as well.

3. Evaluating. Students reflect on the outcomes of their learning based on a set of standards or criteria.

To develop meta-cognition, self-monitoring strategy is found to facilitate students to develop conscious knowledge because the strategy requires students to think critically and analytically to come up with questions or comments to get specific

feedback. Thus, to improve meta-cognition in learning writing, self-monitoring can be used to teach the students in a process writing course.

In brief, meta-cognition and self-monitor focus on the same aspect on thinking processes. By developing student self-monitoring skills, meta-cognition can also be improved and vice versa. Thus, in order to enhance students' writing performance in this study, self-monitoring strategy is used. The strategy yields several benefits in learning writing that can bring to the success in the teaching and learning writing.

2.2.3 Advantages and disadvantages of self-monitoring

The use of self-monitoring strategy during the process of writing can be advantageous. Charles (1990), Cresswell (2000), and Xiang (2004) mention that self-monitoring is beneficial in several ways.

First, self-monitoring increases autonomy in the learning of writing by allowing students control over initiation of feedback (Cresswell, 2000) which is likely to enable students to develop long-term improvement. This way, students can ask questions from their draft texts about parts that they are uncertain and dissatisfied with in order to get specific feedback from teachers. According to Hyland (2000), she suggests that students should be encouraged to be more responsible for their own writing in some circumstances such as asking questions about their drafts from peers or more knowledgeable people and making own decisions to use the feedback to revise their drafts. They should be able to decide whether they want to make use of the given feedback or not and to be able to seek feedback from different sources. Hence, through self-monitoring, students are free to formulate questions about their writing, and this promotes learning autonomously. Once students can decide to ask questions to get feedback and make use of feedback from teachers during the process of writing, they are more likely to develop their long-term improvement as well (Muncie, 2000).

Second, it promotes critical and analytical thinking by allowing students to draw attention to problem areas that they want teacher to respond in their drafts (Cresswell, 2000). To receive feedback from teachers or reviewers, students have to ask questions or make comments based on their drafts, and in order to do so, self-monitoring forces students to act themselves as readers (Xiang, 2004). This way, students act themselves as both active and passive learners to reflect their concerns in their writing through

thinking. In other words, it provides opportunities for students to express their own opinions in order to receive feedback.

Third, with self-monitoring, teacher feedback can be specific and targeted during the writing process of each student's written language (Charles, 1990). This is because the provided feedback derives from comments or questions raised by each student, and teachers specifically respond to those points. Thus, the feedback tends to be more specific than just simply giving feedback or writing out correct responses in all problem areas with red ink, which might also dishearten students to revise their drafts. If teacher feedback is given specifically during the process of writing, it bridges the gap between students' texts by allowing students to use feedback directly in their writing during the current drafts and also in the writing of their future texts, which they can continue to use long after the course is finished (Muncie, 2000). Also, when students write their annotations and teacher provides targeted feedback according to their needs, it establishes relationship between students and teacher to work collaboratively (Cresswell, 2000). This tends to help lessen anxiety of students to write and encourage them to write more so that students might gain more experience of writing, especially for intermediate and low achieving students. Hence, this could lead to improvement of students' writing skills as well.

Empirical studies show the benefits of self-monitoring by helping students enhance their writing. Not only that self-monitoring helps teachers provide clearer feedback to students which leads to text improvement, but it also helps students further develop awareness to self-correct and/or self-repair which is very important when students revise their drafts.

Self-monitoring is closely related to self-correction and self-repair, but it is not intended to ask students to perform the correction or repair on their papers during the process of writing. As mentioned earlier, self-monitoring focuses on the questions and comments that students make and need teacher to answer. It does not require students to make their own corrections on their drafts at the beginning, but students use comments or feedback from the teacher to help them revise their drafts. On the other hand, self-repair, according to Kaur (2011), establishes a powerful self-regulating mechanism by allowing students to make corrections when linguistic and factual errors occur as well as make sentences clearer and more specific, while self-correction

constitutes one type of self-repair which students replace an error or mistake with the correct one. In other words, students perform self-correction by correcting one that is incorrect. Students may perform self-correction covertly, and much self-correction is made on the basis of 'feel', which means not all self-correction is a result of conscious learning (Krashen, 1981, 1994). Hence, self-repair and self-correction constitute on making corrections and making of sentences more explicit. Simply put, self-repair and self-correction tend to help students produce their next drafts more comprehensibly and correctly.

Based on these explanations, finally, self-monitoring helps students perform self-correction better particularly when they get clear and targeted feedback from teacher (Cresswell, 2000; Xiang, 2004). The result of a study in this particular situation is revealed by Yang in 2010. Yang (2010) conducted a study with ninety-five undergraduate students to arouse students' reflection on both self-correction and peer review to improve their text online system, it revealed that self-correction enabled students to self-monitor, evaluate, and adjust their writing processes which led to text improvement. This implies that when students self-monitor and get the right feedback from the teacher, they tend to self-repair, self-correct, or vice versa. This also leads to the success in teaching and learning writing as well as the improvement of the quality of the students' writing. However, studies on self-monitoring in EFL context still needs further investigation. It is still important to promote self-monitoring strategy in EFL essay writing class even more.

Although self-monitoring is found to be an effective strategy to increase autonomy in the learning of writing and to improve students' compositions, it has two main drawbacks as students tend to self-monitor on surface level problems especially when they are not trained to self-monitor (Cresswell, 2000) and it is most effective for high proficiency students (Cresswell, 2000; Xiang, 2004).

To promote long-term learning, it is important to focus more on content and organization of the writing rather than on those of grammar and spelling. Students sometimes fail to make self-monitored annotations specific on global aspects (Cresswell, 2000) as students may not be skillful enough to make annotations on deeper-structure problems. It is also possible that the student's training period to self-monitor is not long enough to practice them to self-monitor more on global aspects.

Thus, to train students to self-monitor or to practice reviewing texts is very important (Rahimi, 2013) because the effectiveness of self-monitoring depends on students that are trained to use it skillfully (Xiang, 2004). According to Rahini's study with fifty-six participants (forty-one females and fifteen males) with an average of twenty-one at Shiraz University, Iran, it revealed that after training, the trained students shifted attention from mere focus on formal aspects of writing to global aspects (content and organization). Therefore, teachers need to supervise students to formulate annotations to express their intentions clearly especially to intermediate and low proficiency students so that teacher feedback is targeted and students can develop long-term learning as well.

Furthermore, the strategy is most effective for high proficiency students to self-monitor on content and organization because they tend to have experience, awareness, and confidence in writing, but it has little effect on low proficiency students (Cresswell, 2000; Xiang, 2004). The reasons, as Cresswell and Xiang concluded in their studies, might be that low proficiency students or those who have less experience in writing tend to feel less confident and unaware of the importance of content and organization than experienced or proficient students, so they chose to self-monitor more on surface-structure problems. However, the time period of the studies was not long enough to truly ensure that low proficiency students could not be trained to self-monitor on global aspects. For these reasons, it may be necessary to emphasize the use of self-monitoring more on intermediate and low proficiency students in a longer time period to build up their confidence and awareness to self-monitor on global aspects in order to achieve long-term learning and improve the quality of their compositions.

2.2.4 Teaching of self-monitoring

Teaching of self-monitoring is crucial. The students may not be able to self-monitor if they have not been taught and trained to do so. Thus, the steps to train them to self-monitor are essential. Charles (1990) provides four steps of self-monitoring strategy to use in writing class.

1. The students draft and monitor their texts.

This step begins when students write their first drafts. They underline parts of the text that they are not satisfied with. Students can underline parts of the text either during the process of writing or after finishing writing their draft texts. After

underlining parts of the text, they annotate these problem areas by asking questions or writing down comments on their texts providing any information that they want the teacher to know.

2. The teacher responds to the comments.

The teacher writes down the answers or responds to the comments raised by the students on their texts. The teacher can also add other comments regarding areas that tend to cause readers to misunderstand the texts. Then the teacher returns the papers to the students.

3. The students to respond to the teacher's comments and revise their drafts.

It is possible that students can add further queries, information or explanations to the teacher's comments they receive from their first drafts. They, then, write second drafts based on the comments they benefit from. After that, both first and second drafts are submitted to the teacher.

4. The teacher responds to students' comments and their second drafts.

Similar to the second step, the teacher notes down the students' first drafts any further information that is necessary. Then, the teacher responds to the second drafts by taking particular account of the problem areas that the students are able to deal with during the first step. Charles further mentions that the second drafts may be the final versions depending on the students, the nature of the papers, and the time available. However, more cycles of students' self-monitoring and teacher's comments may take place before producing final drafts. An example of a student's self-monitored comments and teacher's comments taken from Charles (1990: 288-289) can be seen below.

Script

There are two melodic patterns a) and b) underlining between each other.[1] The listener familiar with the Western tonal tradition must find that these two patterns are very different in character from each other. If s/he tries to figure out how these patterns relate to each other, how they 'hang together', s/he won't be able to find the answer by a purely structural analysis.[2] In other words, there is no way to understand how these patterns are connected with each other.

Self-monitored comments

1. What I mean by 'alternating' is that b) follows a), and b) is succeeded by a),

and so on. How do you express best this movement?

2. What I want to say is that the answer cannot be found by a structural analysis. Would an English speaker understand this proposition by this sentence? If not, why?

Teacher's comments

1. 'Two alternating melodic patterns' or 'two melodic patterns a) and b) which alternate'. The movement abab etc. is included in the meaning of the verb, so 'between each other' is not needed.

2. Yes, your meaning is clear.

Similarly, Xiang (2004) provides three steps to train students to self-monitor. He mentions that it is important to train the students to self-monitor when the teacher wants to apply the technique in writing. His steps for training self-monitoring are shown as follows.

1. The students write draft, review and make annotations

The students read and discuss the topic and then write first drafts. They review their work and make marginal annotations, while the teacher is available to help the students with metalanguage.

2. The teacher reads annotations and responds to the annotations

The teacher evaluates annotations and gives direct feedback on the annotations.

3. The students read, clarify responses and write further draft

The students read the feedback and then write second drafts based on the feedback and submit both first and second drafts to the teacher.

This is how self-monitoring strategy can be implemented in a writing class. The steps provided by Charles (1990) and Xiang (2004) are similar in many ways. It involves students drafting, teacher responding, and students revising. The procedures are simple and can also bring several benefits into teaching and learning writing. Although the self-monitoring strategy can be implemented in a writing class, students sometimes may not make their annotations specific enough when they are not trained to self-monitor (Cresswell, 2000). Thus, it is important to train students to self-monitor to familiarize with the strategy and understand how to make their annotations specific especially on global aspects. According to Cresswell (2000: 241), the following

examples show specific annotation and unspecific annotation of the students in his study.

Student 1

'I doubt whether I've been successful in giving a valid alternative to examinations … My purpose was … to eliminate the fear of examination by giving the students more than a single chance to be tested. Is this understandable for the reader?'

Student 2

'Is there anything which is irrelevant or isn't well-balanced?'

From the above annotations, student 1 could make the annotation specific by explaining the intention clearly so that the teacher could understand what the problems were and be able to provide targeted feedback. On the other hand, student 2 was less specific, and it was difficult for the teacher to answer and provide feedback clearly enough.

Similarly to the above examples, Xiang (2004: 244) illustrated two annotations of the students in his study.

Student 1

'Is it necessary to provide an example here?'

Student 2

'I have to support my statements with examples. But what examples can I give here? Will the example be the same as the one in the previous paragraph? I think at least they are similar.'

As seen from the above annotations, student 1 did not make the annotation specific enough. It was too general and likely to give a difficult time for the teacher to provide explicit feedback to help the student revise and improve his/her draft. There was no further explanation of the student's intention to get the feedback from the teacher. In contrast, student 2's annotation was clear showing what the problem was. Student 2 showed that she thought critically enough before making the annotation. She further explained her intention clearly.

From the examples of specific annotations and general annotations above, it can be concluded that if students expect to show their intentions clearly enough of their annotations, they should be able to explain more on what they want and point out

problems in their writing clearly. This is why training students to self-monitor is crucial. Although it can be a very difficult task to train every student to make effective annotations as they are different in terms of proficiency, nature, and interest, the training is still very important and likely to be a key to help them develop their thinking abilities to explain their intentions and show their concerns of the annotations in their writing better. Therefore, to train the students to self-monitor effectively, it is necessary for the teacher to plan the training steps carefully and integrate steps to read critically into self-monitoring to help them also read more critically so that the annotations can be more effective leading to writing improvement.

2.3 Critical thinking

To self-monitor, students have control over the initiation of feedback where they write annotations about problems during the process of writing and teachers respond to the problems (Cresswell, 2000; Xiang, 2004). Simply put, to make annotations through self-monitoring strategy, students have to read their drafts and think critically and analytically to express their intentions and uncertainties by making comments or formulating questions so that teachers can give targeted feedback. It is a way of reviewing their drafts thoroughly. The strategy includes brainstorming, making annotations concerning linguistic rules, content, organization, and form of the essay, clarifying and revising. Thus, it can be said that critical thinking is a skill required when students self-monitor. The students require explicit training to think and read critically.

Critical thinking skills are important and found to be fundamental of student learning achievement. Many educators and scholars (e.g., Kobayashi, 2007; McGregor, 2007) are aware of the fact that critical thinking skills should be encouraged among students although many students do not know how to think critically, particularly those who are not exposed to reading critically, for example first-year students (Kobayashi, 2007). In the past, students did not have enough opportunities to develop critical thinking skills because the teaching style was basically based on teacher-centered approach, but nowadays, the shift from a teacher-centered approach to a student-centered approach has become an important way of teaching. This approach fosters students to do activities and work collaboratively, which encourages them to develop higher-order thinking skills leading to life-long learning (Avargil, Herscovitz & Dori,

2011). Thus, critical thinking skills should be taught when students read, write, listen, or speak.

Critical thinking is very important in learning because it reaches toward the highest levels of thinking skills in Bloom's Taxonomy (Bloom & Krathwohl, 1956). It uses higher-order thinking skills, background knowledge, argumentative and judgmental skills, and creativity of other information sources (e.g., Anderson & Krathwohl, 2001; Bloom & Krathwohl, 1956; Kobayashi, 2007; McGregor, 2007; Storch, 2005). Fisher (2001) defines critical thinking as a set of strategies that helps students develop reflective analysis and evaluation of interpretations or explanations that include one's own, to decide what to believe or what to do. This is similar to Elder and Paul (1994) who define critical thinking as the ability to reflect, argue and make own judgments. Thus, this can be interesting when students read and write as they can argue or agree with the writer when they read and decide what information to use when they have to write.

Kobayashi (2007) mentions that when students read an expository text in educational settings they normally take notes and underline. They tend to use external strategies to do so which involve highlighting some important ideas, summarizing, annotating, or reflecting their own thoughts on the topic. When students do this it is likely to force students to use their higher-order thinking skills because making annotations is a vital part of using critical thinking skills. In other words, self-monitoring and critical thinking are complement each other and cannot be separated. Therefore, to encourage students to develop their critical thinking skills, it is worthwhile to make annotations while reading a text so that students would be able to reflect their own thoughts and decide what comments and feedback to use when they write.

Thinking critically is a process that seems to share ideas on meta-cognition. According O'Malley and Chamot (1990), evaluation is one of the representative strategies on meta-cognition. It is a way of checking comprehension after completion of a receptive language activity, and critical thinking is the ability to reflect and evaluate. Students need to evaluate what they see or read to come up with decisions and solutions. As seen from the definition that Fisher (2001) has defined and the levels of thinking skills in Bloom's Taxonomy, evaluation is a vital part that students use to

develop high-order thinking skills, which is critical thinking skills. Thus, it can be said that critical thinking also shares ideas on meta-cognition. Put another way, self-monitoring and critical thinking both share concepts on meta-cognition, which plays a very important role in learning writing as a process.

In brief, the concepts of critical thinking skills and self-monitoring strategy work in tandem. These two share similar ideas on thinking, making decisions, and figuring out answers to solve the problems. When students self-monitor, they go through the process of thinking to search for problems in their writing. They make decision to come up with questions and comments in their writing in order to get answers from reviewers to help them solve the problems. However, to encourage students to be critical thinkers, especially to be critical readers is not easy. Therefore, it is necessary to provide them training together with activities and tasks that stimulate them to read critically and produce qualitative annotations.

2.3.1 Critical reading

Different educators and scholars define a number of definitions of critical reading skills. Smith (1963) defines critical reading as the highest level of meaningful reading skills. Students read and analyze the texts inductively and deductively, distinguish facts from opinions and make judgments on authors' opinions. Also, Salih and Samad (2014) see critical reading as a level of reading comprehension that students can make questions and evaluate what is read or heard. They further mention that critical reading and critical thinking are inseparable and they work together because when students read critically they think critically as well. Regarding these definitions, it can be said that critical thinking and critical reading are the two processes that work together as they deal with making judgment and evaluating.

Self-monitoring promotes critical and analytical thinking by allowing students to draw attention to problem areas that they want teacher to respond in their drafts (e.g., Charles, 1990; Chen, 2009; Cresswell, 2000; Sadeghi & Baneh, 2012; Xiang, 2004). To receive feedback from teachers or reviewers, students have to make annotations by asking questions or making comments based on their drafts. In order to do so, self-monitoring forces students to act themselves as readers to read critically (Charles, 1990; Kobayashi, 2007; Storch & Tapper, 1996, 1997; Xiang, 2004). This way, students act themselves as both active and passive learners to reflect their concerns in their writing

through thinking. In other words, it provides opportunities for students to make own judgments and express own opinions in order to receive feedback. This requires high-order thinking skills that involve critical thinking skills. Thus, to reflect and express concerns of problem areas that students want teachers or reviewers to clarify, they have to think critically and analytically, and self-monitoring prompts critical and analytical thinking skills of students in reading and writing.

As mentioned earlier that critical thinking skill is a vital part of the self-monitoring strategy, and students have to use this skill when making annotations. Hence, it can be said that critical reading is also a process that students use when they self-monitor to write. Put simply, when students read critically they tend to write critically as well. According to Kobayashi (2007), to read critically, students often use external strategies either in a less critical way (e.g., summarize, underline, and highlight) or in a more critical way (e.g., take notes and make annotations). Making annotations are considered as a crucial way of asking questions and making comments to get feedback from reviewers. It is the most important part of the self-monitoring strategy. It is also a critical way of external strategies that students use while reading. By making annotations from the text they are reading, they normally engage in deep thinking to make questions, comments and judgments in order to get feedback from reviewers to facilitate them to write, revise and improve their drafts. Simply put, self-monitoring strategy, by making annotations, is found to develop and deepen students' critical reading skills. Thus, it makes sense that critical reading should be integrate as a part of training students to self-monitor because it plays an important role in developing effective students' annotations leading to writing improvement.

2.3.2 Teaching of critical reading

To encourage students to read critically to make questions or concerns from the texts they read is not always easy. It is important for teachers to teach this skill to students, and this can be done by training students to read critically. McPeck (1981) provides the following steps to develop critical reading skills:

1. Previewing the text. Skimming and scanning over the whole text, students are found to develop their understanding of the written context.

2. Questioning the author. Questioning the author is a way to formulate questions about the written text.

3. Developing points of view. Allowing students to make assumptions about the text through discussion, it helps students generate ideas and clarify their thinking.

Similarly but thoroughly, Knott (n.d.) suggests five ways to be more critical readers.

1. Determining the purpose of the text (the thesis statement). It is important to help students identify the thesis of the text and assess how it is developed. Students should be able to see how the text is going to happen and reach its conclusion.

2. Starting to make some judgments about context. By simply teaching students to ask questions like "What audience is the text written for?" and "In what context is it written?" can assist students to assess, argue and judge what is going on in the text.

3. Distinguishing the kinds of reasoning the text employs. The simplest way to help students distinguish the kinds of reasoning the text is to examine how the text is organized. How does the writer define and use his/her concepts? How do the concepts link to the thesis statement?

4. Examining the evidence (the supporting facts, examples, etc.) to the text employs. Students should be able to see how the evidence is used to support the writer claims and ideas. Are the examples relevant?

5. Evaluating the text. Students should be able to assess the strengths and weaknesses of the text. Could the evidence be interpreted and supported differently? Are there gaps in the writer's argument?

These are ways Knott (n.d.) suggests for being a critical reader. It is necessary to follow the steps carefully because it can be difficult to develop critical reading skills to students with different background knowledge, especially low proficiency students. Similar to McPeck (1981) and Knott (n.d.), BGSU Center for Teaching and Learning (n.d.) suggest four easy ways for teachers to help students learn to read critically. BGSU center for Teaching and Learning is part of Bowling Green State University, Ohio, United States. The center provides academic support to students through tutorial, developmental, and supplemental activities. It also offers online references for those who are interested in teaching and learning English language.

The following are ways that BGSU Center for Teaching and Learning suggests for teachers to help students learn to read critically. These ways can be done during self-monitor training as well.

1. Previewing. Encouraging students to preview the texts that they are going to read. Students should use both skimming and scanning strategies to look over the whole texts.

2. Annotating. Telling students to highlight the texts such as by underlining important terms, writing key words or short summaries in the margin, and writing questions in the margin next to the section where the answer is found.

3. Being actively engaged. Explaining students that what they are reading is probably different from what they have read before. So teacher should tell students that they should not merely accept that everything they read is true. They should try to understand the author's purpose in writing. They should engage in a dialogue with the author by annotating, asking questions, noting the shape of the author's argument, and so on. Finally they should also read for a thorough understanding of the text.

4. Summarizing/Reflecting. When they finishing reading, they should summarize what they read in their own words and try to connect what they read in their own prior knowledge, other concepts they have learned, and/or the real world.

To be critical readers or, at least, to read more critically, student should be exposed to critical reading strategies mentioned above. Although the steps provided by McPeck (1981), Knot (n.d.), and BGSU Center for Teaching and Learning to be critical readers are different, they share similar ideas in many ways including previewing, asking questions, examining evidence, and evaluating. Teachers have to decide to follow the steps that are appropriate with the students and the context of teaching and integrate them into teaching self-monitoring in order to assist them to be more critical in reading so that they can make effective annotations when they self-monitor. In this study, the researcher follows the training steps suggested by Knott (n.d.). The steps are thoroughly explained and easy to follow. Her steps include determining the purpose of the text, making judgments about the context, distinguishing the kinds of reasoning the text, examining the evidence, and evaluating the text. These steps can be linked to teaching essay writing as a process focusing on different aspects of writing such as content, organization, and language. It is also workable and appropriate with the teaching and learning context of this study.

To conclude, self-monitoring and critical reading work together. To self-monitor, students need to read critically to be able to make annotations that are clear

for reviewers to provide feedback. If students lack critical reading skills, they may not be able to read between the lines and read on surface level instead, which may make them encounter difficulties with making their annotations specific. Thus, using self-monitoring strategy as well as training students to read critically is important to assist them to self-monitor.

2.4 Peer feedback strategy

The use of peer feedback strategy in both ESL and EFL writing classes has been discussed whether it brings advantages to students or does not really benefits students as much as teacher feedback. A lot of empirical studies have been carried out to explore both advantages and disadvantages of the strategy over the past three decades and researchers have found its effectiveness as well as its flaws when using it in writing classes. This is why educators and researchers have tried to put the strategy together with other strategies to shed light on the field of English language teaching, especially in writing.

2.4.1 Definition of peer feedback

Peer feedback has been used as a strategy to improve learning writing for many years. It has been supported by many educators and scholars for its benefits to assist students to develop writing abilities. Many scholars have defined the term peer feedback in writing. The following are some examples.

Nicol, Thomson, and Breslin (2014) define peer feedback as an arrangement whereby students evaluate and make judgments about the work of their peers and construct a written feedback commentary. In effect, students both produce feedback reviews on others' work and receive feedback reviews on their own work.

Hawe and Dixon (2014) define peer feedback as a socially situated process where students work together, in pairs or small groups, to construct achievement and encourage improvement. Peer feedback during the production, using the language writing, is vital to developing students' understandings about how texts work, and to furthering their writing.

Ekşi (2012) defines peer feedback as putting students together in groups and having them read and react to the strengths and weaknesses of each other's papers. This

is to generate and receive different ideas and hence raises awareness of rhetorical modes and the composing process.

Finally, Yang (2010) briefly defines peer feedback as a way to broaden and deepen students' thinking and understanding when they compare their own writing processes with those of others.

From the above definitions defined by different scholars, it can be concluded that peer feedback is how students work together or work collaboratively by evaluating and making judgments about the work to receive different ideas in terms of written comments so that they can use such comments to improve their writing. The definitions of peer feedback share common characteristics on evaluating and making judgments, which is very similar to self-monitoring. Therefore, it can be said that peer feedback can be an effective strategy that can couple with self-monitoring because these two strategies share close characteristics and concepts in learning writing. It makes sense to develop the course based on the use of these strategies in an English essay writing course.

2.4.2 Advantages and disadvantages of peer feedback

Peer feedback yields a lot of benefits to improve students' writing. According to Rollinson (2005), peer readers can provide useful feedback so that peer writers can revise their drafts effectively from the comments. This means the feedback from peers can be more specific than the feedback given by teachers because students tend to have similar problems in their writing. This helps them share ideas more openly and makes it easier for peer writers to revise their drafts. Rollinson further mentions that when peer readers read their friends' writing, it tends to make them read critically and at the same time revise their own writing carefully.

Peer feedback is found to be very useful strategy to use to enhance students' writing during the process of writing. In writing, it supports for the process of drafting as well as the redrafting (Hyland & Hyland, 2006). It is also a way to help novice writers to understand how readers see their work. This gives opportunities for writers to practice, revise, respond to feedback, and test hypotheses about language use against such feedback that is essential in developing thinking skills and collaborative learning. Studies revealed several positive effects of peer feedback in both EFL and ESL contexts.

First, it gives more control and autonomy to students (Hyland, 2000; Hyland & Hyland, 2006). According to Hyland and Hyland (2006), peer feedback is found to be more authentic than teacher feedback as students are likely to experience the same difficulties in writing. Simply put, students can understand and apply feedback from peers easier because the feedback can be more direct than those from teacher (Rollinson, 2005). At the same time, they can justify and reject the feedback from peers whenever they do not agree with them. This facilitates them to develop their autonomy, thinking skills, and self-confidence as writers. On the other hand, students are forced to follow teacher feedback without understanding them clearly. This is why many students still persist on making the same errors on their writing.

Second, peer feedback promotes collaboration and communication. Rollinson (2005) mentions that peer feedback encourages high level of interaction and response between reader and writer. Put simply, peer feedback provides them mutual understanding and minimizes miscommunication and misinterpretation of feedback. By collaborating and communicating with each other, it also yields opportunities for students to learn from others' strong points to offset their own weaknesses, enhances understanding, and investigates better solutions to writing difficulties leading to better writing (Yang *et al*, 2006). Thus, peer feedback does not only promote autonomous learning, but it also encourages collaborative learning, which is one of the keys to succeed in learning writing.

Finally, peer feedback promotes positive attitudes toward writing (Rollinson, 2005). Attitudes in learning writing are important. Students may feel demotivated to learn if they have negative attitudes toward writing. On the contrary, they may feel relaxed and motivated if they have positive attitudes toward writing. Studies showed that positive attitudes toward learning writing could lead to writing improvement (e.g., Chinnawongs, 2001; Min, 2005; Nicol, Thomson & Breslin, 2014; Rothschild & Klingenberg, 1990). These studies showed that students were positive toward peer feedback strategy. Although some students viewed teacher feedback as more useful than peer feedback (Chinnawongs, 2001), students still believed that peer feedback could reduce anxiety and boost confidence and motivation in learning writing.

Even though peer feedback is beneficial in several ways, it has a few drawbacks. First, it is time-consuming. According to Min (2005), students needed to be trained to

clarify writer's intention, identify problems, explain the nature of problems, and make specific suggestions before providing feedback, and this consumes a significant amount of time. However, this is unavoidable due to its characteristics. What teachers can do is to manage and organize the training session well enough to lessen problems that may occur and come up with good quality of feedback for writers.

The second and, perhaps, most important issue of peer feedback is the lack of trust in peers. Students may not easily accept the ideas that peers are qualified enough to act as substitutes for the teacher to critique their writing (Rollinson, 2005). This can be found in students of certain cultures especially among Asian cultures such as Chinese, Japanese, and also Thai. They may feel uncomfortable of being demanded by peers. To minimize this problem, teacher may allow students to choose their own peers to work in pairs rather than in small groups so that they feel more comfortable to interact and exchange ideas (Yang *et al*, 2006). It is also possible to allow them to communicate in their native language. This can establish trust and rapport among them.

Although students are able to choose their own peers when providing peer feedback, it is possible that low proficiency students may still feel constrained by their weaknesses. These students may not feel confident enough to give feedback to friends who possess higher proficiency levels. Thus, it is important for the teacher to find ways to assist these students to be more confident in giving feedback to friends who have higher proficiency levels.

In short, peer feedback is crucial in learning writing. Despite few of its flaws, it is regarded as an effective strategy to use to improve students' writing. Peer feedback does not promote collaboration, but it also encourages positive attitudes toward learning writing. These are important in learning writing as they are found to improve learning outcome and support life-long learning.

2.4.3 Teaching of peer feedback

Peer feedback is a strategy that encourages collaboration of students. This is essential in learning writing because they can develop critical thinking skills, long-term learning, and also boost students' confidence (Chinnawongs, 2001). Although teaching peer feedback is not complex, it has be planned and carefully designed because students are different in terms of proficiency levels, nature, learning styles, etc. Rollinson (2005)

provides basic procedures to implement peer feedback strategy in writing class as follows:

1. Deciding size of groups. The teacher needs to consider the size of groups when using peer feedback strategy (normally three to four). However, using pair work is recommended as pair work tends to be preferred by most EFL students (Min, 2005; Yang *et al*, 2006).

2. Determining number of drafts to be written (often three). It is important to let students know number of drafts they are required to write. This helps students clearly set their goals toward to the task.

3. Informing the evaluation. The teacher needs to inform the students whether or not the feedback will be evaluated or graded by the teacher.

4. Using guidelines. Using guidelines to help students respond to drafts in the initial stages can be useful. The teacher needs to inform and train students of what areas (global, local, or both) students need to provide feedback on.

From the above basic procedures to implement peer feedback strategy in writing class, it helps both teacher and students to get started and know what to do and expect from the strategy. After following the procedures, the teacher can arrange the activity during training sessions according to the situation and the context. The activity of giving feedback can be in a number of ways depending on the teacher's requirements. Min (2005) suggests thorough four training steps to students to become successful peer reviewers. The teacher may include these examples in the training sessions.

1. Clarifying the writer's intention

Reviewers try to get further explanation of what writers have said or what is not clear to them in the essays (e.g., an unknown term and idea). Students may ask questions such as "What do you mean by college-graduate society freshmen?" or "Please explain the term college-graduate society freshmen."

2. Identifying the problem

Reviewers announce a problematic word, phrase, sentence or cohesive gap. Students may say "I think on this point, the description of the two cultures is not parallel."

3. Explaining the nature of the problem

Reviewers explain why they think a given term, idea, or organization is unclear or problematic, which should or should not be used in the essay. Students may say "You should put some phrases before you make this quotation because the last paragraph is unrelated to the fourth paragraph."

4. Making specific suggestions

Reviewers suggest ways to change the words, content, and organization of essays. Students may say "If you're trying to say many people have more than one cell phone, maybe you can say it in this way → The majority of people have a cell phone with them, some even with more than one."

As seen from the steps provided by Min (2005), the steps are easy to follow. The concepts can be adapted together with the self-monitoring because its characteristics are similar to self-monitoring, such as promoting critical thinking and encouraging autonomy. However, it actually depends on the requirements of the teacher as well as other factors for example time, context, and students' proficiency levels. In this present study, the researcher follows the peer feedback training steps proposed by Min (2005) as the procedure is thoroughly explained. The examples in each step are also useful and the researcher can adapt them when training students to respond to self-monitored questions.

2.5 Collaborative learning

Collaborative learning has been discussed among educators for many years. Theoretically and practically, the use of small group/pair work is a core concept of collaborative learning that shares close relationship with peer feedback strategy and the social constructivism theory proposed by Vygotsky (1978).

2.5.1 Social constructivism

Social constructivism theory is developed based on the work of a Russian psychologist, Lev Vygotsky. Vygotsky (1978) believes in the development of learning through the process of social interaction. Simply put, language development can be achieved through communication. This process of learning development is called the Zone of Proximal Development (ZPD) that implies the importance of collaborative learning. The ZPD describes that the development level is determined by collaboration

and interaction with more capable persons. Simply put, students learn more when interacting and engaging with more knowledgeable persons (e.g., teacher and peers). While working in groups or in pairs, they can also construct knowledge among themselves. This means peers tend to help each other scaffold and go beyond their current levels of knowledge by exchanging ideas, detecting unspotted problems, and making judgments to help each other learn more.

In relation to peer feedback strategy, social constructivism theory encourages students to work together to provide feedback to their peers. Peers can learn from each other strong points that can improve their learning. Researchers have found that the use of small group/pair work is a beneficial pedagogical method in language classrooms that fosters students' thinking skills and enhances their learning outcome (e.g., Higgins, Flower & Petraglia, 1992; Jafari & Ansari, 2012; Storch, 1999, 2005). However, problems may arise when working in groups/pairs with different background knowledge of students (e.g., time-consuming and proficiency levels). Students may not improve as much as they should. Thus, it is important for the teacher to be aware of these problems and try to find ways to minimize these problems when conducting collaborative work in classroom.

In conclusion, social constructivism is a theory that focuses on learning through thinking and interacting with others. Students cannot learn without thinking and communication. Instead of competing with one another when learning, students try to help each other learn. Relating to peer feedback strategy, students can help each other scaffold knowledge to go beyond their current writing abilities through valuable feedback and comments in order to improve their writing.

2.5.2 Collaborative writing

In writing, working collaboratively is crucial as it reinforces reflective thinking by allowing students to explain, argue, judge, and defend their ideas to their peers (Storch, 2005). With collaborative writing, students are allowed to interact on various aspects of writing, which enable them to generate more ideas to give and get immediate feedback to produce texts that are complex and accurate. In other words, it is likely that peers tend to spot additional problems that have occurred in the drafts that writers seem to unconsciously neglect and help them improve their drafts.

Collaborative writing is the process that involves thinking process enabling students to generate more ideas to give and get immediate feedback to produce more accurate texts. According to Wigglesworth and Storch (2009) writing collaboratively allows students to think and pool their knowledge together. Students work together to scaffold and generate more ideas through explaining, arguing and defending their ideas in writing. When students write collaboratively, they get more ideas in writing than working alone. It helps students give and get feedback immediately so that they can judge whether or not the feedback is appropriate to use to improve their writing. Thus, it can be said that collaborative writing and peer feedback shares similar concepts on working together to improve writing.

Although collaborative writing is beneficial, it does not come with problems. One is time-consuming. It takes time to work collaboratively on writing. Most of the time, collaborative writing can be done during the first stage and/or the final stage of writing (Storch, 2005), so the focus of the collaboration may fall on the product of writing rather than the process of writing. Although collaboration of writing can mostly be done when brainstorming and/or reviewing, studies show that collaborative writing does not only help students produce texts that are more accurate (e.g., Jafari & Ansari, 2012; Storch, 1999), but also helps students engage in deep thoughts and give them the opportunity to interact on different aspects of writing especially when working in pairs, and this can help them improve their writing (e.g., Sadeghi & Baneh, 2012; Storch, 2005). Because of its benefits, it is worthwhile to work collaboratively in writing in order to improve the student learning outcome.

Another problem is different background knowledge of students. According to Vygotsky (1978), students learn more when interacting with more knowledgeable person, more advanced peers, or at least, those at the same level of proficiency. Simply put, matching the students with more advanced peers or with the same level of proficiency is important as it helps them learn more from each other and is found to improve their writing. However, studies show that students tend to lack trust when receiving feedback from their peers especially when their peers have lower proficiency and/or the writers do not agree with the comments or feedback (e.g., Chinnawongs, 2001; Rollinson, 2005; Yang *et al*, 2006). This can be a problem when mixed ability students are in the classroom. How can students learn and gain trust from peers?

Although it is very difficult to completely avoid this problem, there are ways to encourage and help students learn and gain more trust from their peers when writing collaboratively as follows:

1. Hyland and Hyland (2006) and Yang *et al* (2006) suggest using peer feedback on drafts and followed by teacher feedback on the final texts. This allows students to work collaboratively by exchanging ideas and judgments to learn more from each other without losing trust from their peers along the process of writing as the teacher will provide feedback on the final drafts. This is likely to convince the students that they will get feedback from a more knowledgeable and trustable person at the end of the process.

2. Yang *et al* (2006) also suggests allowing students to choose their own peers to work in pairs rather than small groups as this is preferred by most EFL students. This way, students are able to communicate by using their mother tongue orally so that they can develop their ideas for writing more. This also establishes more trust and rapport among students.

3. Gielen, Peeters, Dochy, Onghena and Struyven (2010) suggest matching students with the same level of proficiency or with equal status. This can be regarded as a counterpart of teacher feedback and a form of collaborative learning. It helps students learn more from each other and is likely to encourage students to gain more trust from their peers as well. However, this technique is still limited as the number of students with the same level of proficiency or with equal status might not always be the same.

In brief, collaborative learning shares concepts related to peer feedback strategy as the ideas focus on sharing, helping, and working in pairs or small groups. As there are ways to build trust from peers that are suggested by different scholars, such as choosing own peers and providing teacher feedback on the final drafts, teachers still have to find possible and workable ways that are suitable for the students and the context to serve their needs and help them gain more trust from their peers in writing collaboratively and learn writing more effectively.

Collaborative writing requires students to work in small groups or in pairs. This is why peer feedback shares close relationship when students write collaboratively. The two techniques complement each other and can enhance students' writing skills. Studies

show the benefits of writing collaboratively. Examples of the study on collaborative writing are as follows:

Storch (2005) investigated collaborative writing on product, process, and students' reflections. The participants were twenty-three adult ESL students completing degree courses. The students were asked to compose a short data commentary text (one or two paragraphs) where they were given a graphic prompt. The prompt showed the language proficiency of two groups of migrants (Vietnamese and Laotians) before and after coming to Australia. In the study, students were given a choice to write in pairs or individually. Most of the students chose to work in pairs, but some chose to work individually. The study found that pairs produced shorter texts, but the texts were better in terms of task fulfillment, grammatical accuracy, and linguistic complexity. In terms of process writing, collaboration on writing allowed students to engage in when composing in pairs, gave opportunities to interact on different aspects of writing, and encouraged them to generate more ideas and expose to different views. This means the students working in pairs could reflect more on writing than students working individually.

In addition, Wigglesworth and Storch (2009) investigated the use of collaborative writing in second language contexts and compared the performance of two groups of second language students: one group worked individually (N = 48) and the other group worked in pairs (N = 48). All participants completed one argumentative essay writing task. The performances of the students in both groups were compared in terms of fluency, complexity and accuracy. The comparison revealed that working in pairs on collaborative writing task allowed students to produce more accurate texts than those produced by students working individually. This means it provided students with learning opportunities to perform formative assessment, which was likely to benefit their peers. It also provided the teacher to see how the students were improving when producing the scripts. Although the results did not show positive impact on fluency and complexity, it did appear that students working in pairs could pool their language knowledge more than working individually. This explains why students working in pairs tends to produce more accurate texts than those working individually.

Regarding the examples of studies on collaborative writing, it can be concluded that collaborative writing does not only enhance students writing skills, but also

encourages thinking skills, and this is very important in language teaching and learning. Although collaboration on writing seems to be used widely either in small groups or in pairs, it is important to remember that feedback from peers can be vague and not specific enough to help writers revise and improve their drafts on global aspects. As seen from the above studies that most students produced better texts when working in pairs in terms of accuracy rather than fluency. In writing, it is hoped that students could improve their writing skills on global aspects and develop their thinking skills. This is why this study is necessary to be conducted through the use of self-monitoring and peer feedback strategies in the English essay writing course to enhance students' writing performance.

To conclude, writing is one of the most important skills students need to learn and use it well enough to avoid confusion and misunderstanding when communicating. Self-monitoring and peer feedback in writing are found to be an effective combination to cater to the students' needs and help them reach the next level of their writing as well as improve their learning outcomes. The two strategies promote writing collaboratively and autonomously very well, and this is crucial in learning writing.

2.6 Related research

As mentioned earlier, the writing courses developed according to the students' needs for EIC students at Rajamangala University of Technology Isan, Khon Kaen Campus still require more focus. Very few courses are designed to cater the students' needs. As courses that serve the students' needs can help them learn with more fun, higher motivation, and enhance learning outcome, the researcher decides to study on the development of an English essay writing course based on the self-monitoring and peer feedback strategies because the characteristics of these two techniques can serve their needs in learning writing as a process appropriately and effectively. Related studies reviewed in this section can be divided into two main parts: the self-monitoring and the peer feedback.

2.6.1. The self-monitoring

Cresswell (2000) studied self-monitoring strategy in student writing. He aimed to develop student's responsibility to increase autonomy in learning by raising awareness of process and product of writing, demonstrating annotations, and evaluating

annotations. He argued if self-monitoring students paid enough attention to content and organization including global aspects, and if the annotations specified writer's intention. The participants were seven adult Italians studying for Cambridge Proficiency at a language school in Italy. The participants were trained to make annotations for the first two weeks and then they were examined to see how much attention was paid to global content and organization for the last two weeks. The results showed that the participants paid more attention to content and organization in their writing through self-monitoring strategy. Although they were able to articulate their concerns in writing, the annotations were less specific than he would have liked (23%). He pointed out this might be due to a lack of time, or tiredness, or because some students preferred to rely on the teacher rather than using their individual judgment. Based on his study, thus, it shows that self-monitoring stimulates students to be more aware on global aspects in their writing which are likely to develop their long-term learning as well. Although the students might not be able to specify their annotations as expected because they tended to rely more on the teacher, it can be interesting and useful if researchers can adapt other methods (i.e., peer feedback) in the study to avoid relying too much on the teacher.

A study conducted by Cresswell in 2000 to develop learner's responsibility in writing through self-monitoring led to another similar study conducted by Xiang in 2004. Xiang (2004) investigated the use of self-monitoring strategy in Chinese students' English writing. He questioned whether the strategy could be effectively used to improve the students' writing. He argued if students could be trained to self-monitor skillfully together with its effects on students' writing. In his methodology, the subjects of the study were two classes of English major attending a course on English writing at a university in Eastern China. Each class consisted of twenty-nine natives of China, with four males and twenty-five females in the experimental group, and five males and twenty-four females in the control group. The study was first conducted by training students in the experimental group to use self-monitoring in their writing during the two 80-minute sessions. At the beginning and at the end of the 12-week course, students of both groups did a pre-test and a post-test on writing. During the course, both groups of students were asked to write four essays. Students in the experimental group were asked to make annotations on their drafts, while students in the control group were not. Toward the end of the course, students in the experimental group were asked to do

questionnaires concerning their attitudes toward self-monitoring strategy. Moreover, nine students were selected randomly for the interviews. The results showed that students could be trained to use self-monitor in their writing. In general, their annotations concerned not only on the language, but also on the content and organization. The annotations were expressed clearly enough for the teacher to know their problems. Although there were no significant differences between pre-test and post-test scores, it was an effective way to improve the organization of the students' compositions and was most helpful to higher proficiency learners. They also had positive attitudes toward the strategy believing that it could help them revise their drafts and improve their writing proficiency.

Ramano and Martinez (2014) explored the implementation of self-monitoring as a part of an electronic feedback cycle, which was being done through the use of Microsoft Word. There were three teachers and five intact groups of undergraduate students at Facultad de Lenguas, Universidad Nacional de Córdoba, Argentina participated in their study. The procedures included training the participants to self-monitor (80 minutes), writing an assignment, and making annotations. The participants were asked to submit their annotated texts by e-mail and later the teachers provided feedback responding to the annotations as well as on other aspects they should be revising on. Finally, participants handed in a second version of their texts. The whole procedure lasted approximately four weeks. They came up with the results of the study by analyzing 202 annotations from 88 texts out of 259 on six aspects: content, organization, grammar, vocabulary, expression of ideas, and mechanics. The most frequent annotations were on content and organization. Interestingly, however, more than half of the participants submitted the texts without annotations at all. Thus, further research on why students refuse to annotate should be studied. This study was conducted to follow Xiang (2004) study to confirm if students would self-monitor on global aspects. Although the method was different as the researchers used Microsoft Word to train students to make annotations, it showed that students self-monitored more on global aspects and self-monitoring was a beneficial strategy in facilitating students to be autonomous learners and critical thinkers. Self-monitoring technique can be implemented in EFL writing classroom, and aside from employing self-monitoring strategy as an initiator to get feedback from teacher, it can be also employed together

with peer feedback strategy in order to promote higher autonomous and collaborative learning.

In addition, Sadeghi and Baneh (2012) studied relationship between student self-monitoring, type of peer feedback and EFL writing performance. The researchers hypothesized that students' writing would not improve with self-monitoring training and self-monitoring followed by pair and group peer feedback. In their study, there were four intact classes with fifty-four low proficient students studying English for four years in a language institute in Baneh, Iran. All of them were females. The students were divided into three experimental and one control groups, and all groups were taught the process of writing. After teaching the process of writing, the experimental group one was trained to self-monitor their writing, while the experimental group two and three were trained to self-monitor as well as taught to use pair and group peer feedback respectively following self-monitoring on their compositions. At the end of the treatment, the writing post-test about a pre-specified topic was administered. The result of the one way ANOVA and Paired Samples t-test analyzes revealed that there were significant differences between the pre-test and the post-test scores in all groups, but the scores were not statistically significant. From their study, it is interesting to know that self-monitoring training and self-monitoring followed by pair and group peer feedback did not improve students' writing performance as seen from their data. However, the researchers pointed out in their discussion that the reason might be from the limited number of treatment sessions that led to no significant difference was found. Moreover, participants in the study were in the same level of proficiency, so peer readers were not very helpful to their peer writers.

Cho, Cho and Hacker (2010) studied self-monitoring support for writing skill improvement in a reciprocal peer review of writing system called scaffolding writing and revision in the disciplines (SWoRD). According to the researchers, SWoRD is a web-based, hybrid intelligent system for writing delivery and assessment that students and instructors use for peer review, which is equipped with two types of self-monitoring supports. One is for students to compare their self-assessments and peer assessments on their own writing, and the other is for students to compare their self-assessments and peer assessments on others' writing. The participants in their study were six hundred and one from three research universities in the US across sixteen courses representing

various disciplines (i.e., cognitive psychology, cognitive sciences, physics, and health psychology). They found that peer assessments helped students developed self-monitoring, and students who developed self-monitoring dramatically improved their writing when comparing with those who did not. Therefore, to succeed in using self-monitoring, peer assessments might be one way to assist students to know what and where to annotate, perhaps, more on global aspects as well so that the feedback given to students can be clear enough to help them understand and improve their drafts.

Furthermore, Toofan (2014) investigated whether self-monitoring and peer-monitoring affect student's writing ability differently, and also the correlation between type of monitoring and students' gender in their writing. There were one hundred and seventy three students (forty-one males and one-hundred and thirty two females) at intermediate level participated in their study. The researchers used a pretest-posttest design with random assignment to investigate the student's writing ability before and after the treatment. The students self-monitored and peer-monitored both tests by evaluating their own and peers' papers. Then three raters rated the papers. In order to see their writing abilities, they students had to choose one topic out of two to write about. The topics were given to the students. The students had to write description paragraphs (introduction-body-conclusion) about 120-180 words. Both the pre-test and the post-test were used under the same condition. The results of their study revealed that self-monitoring and peer-monitoring could improve their writing abilities as there was a significant and positive relationship between the two techniques. The strategies had more advantages for students who were weaker than the others. They progressed during the writing tasks; however, strong students did not show much change in the performance. In terms of correlation between type of monitoring and students' gender, it showed that self-monitoring was higher than peer-monitoring indicating that peer-monitoring had less effect than self-monitoring, and males outperformed females in proficiency. Therefore, this should support the fact that self-monitoring and peer-monitoring are effective strategies to improve writing.

Storch and Tapper (1996) investigated the use of self-monitoring strategy whether what form the student request to annotate, the aspects the students concern most, and their views towards the technique. There were twenty-two participants in the study. Most of them came from Asian countries (Hong Kong, Indonesian, Japan, Korea,

China, and Vietnam). Their writing proficiency ranged from low intermediate to fairly advance. The majority of the students were undergraduates. The participants annotated a total of 39 journal entries, a total of 225 annotations. The analysis of the data was on both form and content. The results were that the students' main concerns were with grammatical issues such as verb tense, prepositions and articles, in the form of confirmation requests. This was found in both low intermediate and more advanced achievers. Although there were no clear connections between annotations and students' proficiency levels as they tended to annotate on the same aspect, weaker students tended to annotate for help by making blanket requests, while more advanced students took fuller advantage to communicate with the teacher in expressing areas of doubts and concerns.

Moreover, Storch and Tapper (1997) further investigated the perceptions of both NNS and NS student writers about their own writing by looking for the areas of writing about which students annotated and for the distribution of positive annotations and expressions of concern. There were twenty-five participants volunteered to annotate their drafts. Fifteen were NNS and ten were NS coming from a range of faculties. The NNS English proficiency levels varied, but all of them had reached the minimum level for unconditional entry to the University in Australia. In their study, the annotation scheme was explained and a sample of annotations made by a student on a research paper was also shown in class before the participants made their own annotations. Participants were then asked to annotate their drafts either on the annotation sheet or on the draft itself and voluntarily discussed the annotations with the teachers. The conferences between the participants and the teachers were audio-taped. There were six NNS and three NS students who made conference annotations. The results showed that the NNS students made annotations in five categories: content, structure, grammar/expression, information and global (general comments on aspects of essay-writing). The NS students made annotations in the same five categories and in the additional category of topic. The NNS students expressed positive comments most on structure, followed by content, while the NS students commented on content followed by grammar and structure. However, it was not clear if these findings indicated general trends in annotating behavior because the number of participants was small. Some NNS reported that they found the annotation scheme hard to use because

it was difficult for them to locate and articulate their areas of concern. This could relate to language proficiency and the lack of practice in self-monitoring. Thus, training to self-monitor is important as it may affect the results of the study.

Tsai and Lin (2012) investigated the efficiency of applying monitoring strategy (self and peer editing) in an EFL writing class. The researcher aimed to explore the effects of monitoring strategy on students' writing performance. They argued that monitoring strategy would bring to the success of students' writing performance. In their study, the researchers constructed an online writing assessment system called My Access to evaluate students' essays and compare aspects of focus, content, organization style and convention. The researchers also used a questionnaire and a semi-interview interview to examine students' attitudes and perception of learning outcomes. There was one group of students consisting of thirty-five participants. 94% of the participants were sophomores majoring in English. Their research tools were My Access online English writing grading system, self-editing and peer-editing sheets, a questionnaire, and an interview. The course of their study lasted for 12 weeks. Every 3 week, each participant had to accomplish one draft within 50-60 minutes. After writing a draft, the participants self-edited and exchanged with classmates to peer edit by using self-editing and peer-editing sheets. Then, the participants had to revise their drafts and upload them to MY Access system to score the essays. Holistic writing score was used to evaluate the essays. The results of the study showed significant improvement of students' writing performance from essay 1 to 4 in all aspects through the combined strategy of self and peer editing. Interestingly, the researchers found that most students did not consider low proficiency issues affect the efficiency of monitoring instruction. The classmates still believed low proficiency students could suggest useful comments.

2.6.2 The peer feedback

Nicol, Avril, and Breslin (2014) studied a peer review perspective on students' writing performance. The paper illuminated students' perceptions of the different learning benefits resulting from feedback receipt and feedback production providing insight into cognitive process when students constructed feedback. The researchers followed previous studies carried out by Cho and Cho (2011) and Cho and MacArthur (2011), but added directly on the learning process the students engaged in reviewing activities. They investigated the students' experiences and attitudes toward peer review,

students' perceptions of the learning benefits associated with the different components of the peer review process, and students' mental processes while reviewing and constructing feedback. There were eighty-two first year engineering design students at the University of Strathclyde. In their study, the participants produced a draft of product design specification (PDS) and each student reviewed and provided feedback comments on the PDS drafts produced by two of their peers. Then each student reviewed their own PDS using the same criteria as for peer reviews to encourage them to rethink on their own assignment based on the reviewing activities. All review activities were conducted online supported by PeerMark software, part of the Turnitin suite. The reviewing process was anonymous, so students did not know who provided feedback. To evaluate peer review activities, the students completed an anonymous online 21-item survey about students' attitudes toward peer review, their perceptions of different learning benefits associated with giving and receiving feedback, and the mental processes activated by reviewing. Interview was also included to elaborate on the findings of the survey. The results showed that students were positive about their experiences and attitudes toward peer review. Moreover, students' perceptions were positive as they did revisit, rethink and update their work making them believe their assignments were improved. Peer review process also triggered mental processes including critical thinking, active interpretation and application of assessment criteria, reflection and learning transfer. According to the findings, they show that peer reviewing is beneficial in several ways. Not only the strategy provides positive attitudes of students, but also improves students' writing skills. Based on this study, it shows insightful data that can benefit teaching and learning writing. It supports the fact that peer review is a crucial activity to use in classroom. When employing peer review with self-monitoring, it can bring to the success in teaching and learning writing as well.

Hyland (2000) studied qualitatively ESL writers and feedback. She primarily investigated written teacher feedback, but also examined how the written teacher feedback interacted with other aspects of the context including peer feedback. The data were collected at a university in New Zealand with six ESL students for 14 weeks. The students had different levels of language proficiency and a variety of cultural backgrounds. The students were divided into two groups: Group A and Group B. Each group was taught by different teachers. The students in both groups had two hours a

week of writing workshop. They could consult their classmates or their teachers when necessary. Observations were made during the writing workshops to gain information about the context and the role of peer feedback and oral teacher feedback. At the end of the study, Hyland highlighted that teacher should encourage students to take more responsibility of their own writing, and peer feedback was one of the methods to use to help students improve their writing and also encourage them to work and learn independently. Thus, this seems to show that peer feedback is important in the success of students' learning outcome and it should be encouraged in learning writing.

Yang, Badger, and Yu (2006) studied peer and teacher feedback in a Chinese EFL writing class. There were two groups of students: the teacher feedback group (N = 41) and the peer feedback group (N = 38). The teacher researcher taught both groups. The two groups were involved in three rounds of multi-draft composition writing for the same writing tasks, during which they were given parallel writing instruction, except for the feedback they received. In the peer feedback group, students were allowed to self-select their pairs and use Chinese to communicate orally. At the end of the study, they found that peer feedback led to a higher percentage of meaning-change revision than teacher feedback. Although teacher feedback led to greater improvement, it was found that most teacher feedback happened at surface level while peer interaction enhanced mutual understanding and reduced misinterpretation and miscommunication. Moreover, peer feedback led to improvements although it had less impact than teacher feedback; it encouraged autonomous learning, which is considered very important in language learning. Hence, peer feedback is proved to be important and effective method to use in writing as it can help enhance this skill and encourage autonomous learning.

Birjandi and Hadidi Tamjid (2012) explored the role of self-assessments, and peer assessment in promoting writing performance of language learners. There were 157 TEFL juniors who had already passed two writing courses. Most of the students were females. In their study, five intact groups were selected and randomly assigned into five groups. The first experimental group did journal writing as a self-assessment technique, the second group self-assessed their own writings, the third group used peer assessment, and the fourth group employed both self- and peer assessment. The teacher also assessed in all experimental groups, except the fourth group. In the control group (the fifth), there was only teacher assessment. At the beginning and at the end of the

semester, all participants took a writing test, thus, the design of their study was quasi-experimental, non-randomized control group, pretest-posttest design. The results showed that the students in the second and the third groups had maximum improvement of writing. Regarding their findings, it seemed that self- and peer assessment helped students improve their writing performance as they could compare their work over time, discuss their strategies for writing papers, analyze their mistakes and judge their progress. Although it was more beneficial when the two strategies were incorporated with teacher assessment, the results suggested that teachers should encourage students to think independently and learn autonomously and collaboratively, and self- and peer assessment should be considered as part of classroom activities.

Ekşi (2012) investigated the impact of peer feedback in comparison to that of teacher feedback on students' writing performance in an EFL academic writing context. In this study, there were 46 English major students at a state university in Ankara, Turkey. The English ability of the participants was upper intermediate. Their ages ranged from 18 to 20 including 10 male and 36 female students. The Participants formed two groups of 23. One group worked through peer revision and the other worked with teacher feedback. The group worked with peer revision received effective training on providing peer feedback for four hours using the student papers from the previous year. They were also given a checklist to help them with their review. The experiment process spanned for nine weeks. The students wrote five writing assignments (narrative, argumentative, cause-effect, process, and comparison). The researcher collected the data from peer responses to first drafts, revisions, and comments from the instructor on the last drafts and students' journals. The results showed that both groups improved writing ability over the weeks. The peer feedback group made many surface-structure changes and gradually increased deep-structure changes. Moreover, the students revealed positive attitudes toward peer feedback and thought that it was a useful strategy. In terms of teacher workload, peer feedback reduced teacher workload a great deal whereas the teacher who provided teacher feedback to the other group was overburdened. As revealed from the results of the study, peer feedback was effective in improving the students' writing ability. It also relieved the teacher workload and stimulated the students' positive attitudes. Thus, it was worth implementing peer feedback in this present study to enhance students' writing performance, encourage

their positive attitudes toward the strategy and the course, and also minimize teacher workload.

More recently, Cahyono and Amrina (2016) investigated the effectiveness of peer feedback and self-correction based on guideline sheets on the writing ability of Indonesian EFL students. In their study, there were 71 Indonesian EFL students taking the essay writing course at Universitas Negeri Malang in Indonesia. The researchers used three intact classes. These students were given different types of treatment: Group A students were given peer feedback based on a guideline sheet, group B students were given self-correction based on a guideline sheet, and group C students were involved in a conventional editing process of writing. The results were that group A and group B students had better writing ability than those who were not given peer feedback and self-correction, i.e., group C students. However, the researcher did not mention any differences between Group A and Group B students as it was beyond the scope of their study. Based on the results of their study, peer feedback was an effective and practical strategy to use in EFL writing classrooms that could bring to the improvement of students' writing. The process of using guideline sheets that included five components of writing (content, organization, vocabulary, language, and mechanics) in their study was effective, beneficial, and also similar to the process of training the students to self-monitor and provide peer feedback in this present study. Therefore, more or less, it might yield similar results that peer feedback could be an effective strategy to enhance students' writing ability in the present study as well.

Wanchid (2013) studied the use of self-correction, paper-pencil peer feedback, and electronic peer feedback in the EFL writing class. She compared the students' writing achievement scores and their attitudes toward the use of these methods. There were 90 engineering students randomly selected and assigned into three groups: self-correction, paper-pencil peer feedback, and electronic peer feedback. All groups of the students were trained to use the methods at the beginning of the course and participated in the 15-week course of study. Throughout the course, the students were assigned to write four writing assignments. Toward to end of the course, they were assigned to do the post-test, questionnaire, and interview to see the effectiveness of the methods as well as the students' attitudes. In her study, she used two-way ANOVA, descriptive statistics, and content analysis to analyze the data. The results from the pre-test and

post-test showed that the different types of feedback had a significantly different effect on the students' writing achievement. The students in the electronic peer feedback group performed the best. Moreover, the students in all groups had highly positive attitudes toward the type of feedback. Regarding the results of this study, it revealed that peer feedback strategy was practical and effective to conduct in EFL writing classes. It enhanced students' writing performance and promoted their positive attitudes toward learning writing. Therefore, it was worthwhile to use this strategy in this present study together with self-monitoring in order to bring to the success of students' learning outcomes as well as shed lights in teaching and learning essay writing in the EFL context.

In conclusion, from the above studies, self-monitoring and peer feedback are crucial strategies that lead to the success of teaching and learning writing. The strategies yield several benefits that help students gradually learn through the process of writing to overcome writing difficulties. The results of some previous studies revealed that the strategies most benefited higher and intermediate students; lower proficiency students tended to improve as well although no significant differences between scores were found. This might due to different proficiency levels, confidence, motivation, time constraints, and even own individual nature. Even though lower proficiency students might not improve as much as higher or intermediate proficiency students, they were found to have positive attitudes toward the strategies. This is important in learning as it may encourage them to further practice using the strategies in the future that will benefit them in the long run. Therefore, the study on using self-monitoring implemented together with peer feedback to develop an English essay writing course to enhance the students' writing performance can be interesting and worth studying.

2.7 Course development

To develop a course, it is necessary to have a framework that is appropriate to the course and the context as it helps a course develop to design a course effectively. This part describes the course development process consisting of framework of the course, needs analysis, and a development of an English essay writing course based on the self-monitoring and peer feedback strategies for EIC students.

2.7.1 Framework of the course

There are several components and steps in order to design a language course. Taba (1962) proposes an orderly process of curriculum development to follow to develop an effective course. It comprises of diagnosis of needs, formulation of objectives, selection of contents, organization of context, selection of learning experience, organization of teaching experience, and determination of what to evaluate and of the ways and means of doing it. To design an effective course, it seems that course developers should follow the process step-by-step.

Similarly, Graves (2000) suggests a framework to develop a language course comprising eight steps as follows.

1. Defining the context

Defining the context is to know information about the students (e.g., ages, genders, language background knowledge, etc.) and places they study the language (e.g., schools, universities, etc.)

2. Articulating the beliefs

Articulating the beliefs includes views on language (how it should be taught), the social context of language (the sociopolitical issues, such as education and future work of the students), language learning and learners (issues about learning styles of students), and teaching (the role of teachers).

3. Conceptualizing content

The conceptualized content is based on language (e.g., skills, tasks, genres, etc.), learner (learners' attitudes, interpersonal skills, learning strategies), and social context (e.g., sociolinguistic skills and sociocultural skills).

4. Formulation goals and objectives

The goal is the student's learning outcome toward the end of the course, while the objectives are extended from the goal showing abilities that the students can reach.

5. Assessing needs

Needs of students in language learning include learning and teaching styles, language skills, topics under study, and other factors the students consider important for their language learning.

6. Organizing the course

Organizing the course refers to number and order of the lessons, topics and types of activities to be used (e.g., exercises, games, discussions, etc.).

7. Developing materials

Developing materials is how learning materials (e.g., exercises, games, etc.) are developed. For instance, reading exercises are developed by selecting students' essays from the previous semesters.

8. Designing the assessment plan

Designing the assessment plan concerns how to assess the students' progress in language learning using both formative assessment (e.g., quizzes) and summative assessment (e.g., final examinations).

These frameworks share similarities in concepts on needs analysis, formulating goals and objectives, and selecting and organizing content and assessment However, in Graves' framework, unlike Taba's framework, it is not necessary to develop the course in specific order. The course developers can begin to design their courses anywhere in the framework. In Graves' framework, it is placed on the belief of the course developer and the context of the course. In other words, the course developers can begin to design the courses anywhere in Graves' framework as long as it makes sense and is appropriate.

In this study, the researcher adapts Graves' framework to develop the course by first analyzing the students' needs and then formulating goals and objectives. After formulating goals and objectives, the researcher selects the contents, organizes the course, and develops materials to assess the students' progress. The reason to follow Graves' framework is because the researcher can begin to design the course in non-linear steps. The researcher can organize the course before selecting the contents, or select the contents and develop materials at the same time. It is workable, flexible, and appropriate with the situation and the context of the course.

Needs analysis is one of the most important steps when developing the course. It helps course developers understand the students' needs to design the course that matches their needs as much as possible.

2.7.2 Needs analysis

Needs analysis is also called needs assessment. It is a systematic and continuous process of collecting information from students' needs and preferences, interpreting

information, and making decisions to design the course based on the results of the needs analysis (Graves, 2000). Richards and Rodgers (1986) also define needs analysis as a way of identifying language needs of the students and using those needs as a basis to develop goals, objectives, and content in a language course. It helps teachers gain appropriate information of the students to be used to develop the course. Also, needs analysis provides opportunities for students to identify their needs so that they can have more control over their learning (Graves, 2000). Thus, in developing a course, needs analysis is a necessary process that should be taken into consideration along with other steps.

In order to conduct a needs analysis, the teacher or the course developer needs to consider the process of needs analysis. According to Graves (2000), the process of needs analysis involves 1) deciding on information and why it has to be gathered, 2) deciding on the best way to gather the information by asking why, how, and from whom, 3) gathering the information, 4) interpreting the information, 5) acting on the information, 6) evaluating the effects and the effectiveness of the action, and 7) deciding to gather new information.

Apart from the process of needs analysis that the teacher or the course developer needs to consider, it is also necessary to consider the students' attitudes and preferences in language learning prior to taking the course as well as the goals and abilities that the students need to achieve at the end of the course when designing a course in order to meet the needs of the majority of the students. So Graves (2000) suggests a list of information that must be gathered when conducting a needs analysis. Gathering current and future information helps the students achieve the goals of the course. The following issues are current information that needs to be gathered, such as 1) the students (information about their age, gender, educational background, profession, and nationality), 2) the students' language competency levels (speaking, listening, reading, and writing as well as other skills, such as grammar, vocabulary, pronunciation, and functional skills), 3) the students' intercultural competency levels (levels of understanding and skills about experience in cultures of the target language), 4) the students' interests (topics and issues that the students are interested in), 5) the students' learning preferences (in what way that the students are expected to be taught and

evaluated), and 6) the students' attitudes toward themselves in language learning, and the target language and its cultures.

Moreover, future information is important. The following issues are important information that should be gathered when conducting a needs analysis, such as 1) the students' goals and expectations (why the students take the course including their general goals and expectations), 2) the target contexts (the situations that the students use the language, the topics and contents they need to know and communicate), 3) types of tasks and communicative skills that the students need (their purposes in using the language), and 4) language modality the students will use (their requirement of language skills, such as speaking, listening, reading, and writing).

Additional questions to bear in mind when conducting the needs analysis as these may affect the process of needs analysis (West, 1994), such as 1) what and why is the information needed?, 2) when should the needs analysis be conducted? (before the course, on the first day, or continuously), 3) who should make decision on what the language needs are? (teacher, student, parents, etc.), 4) who is going to use the information?, 5) how many ways can the information be collected? (questionnaire, interview, etc.), and 6) how long does the needs analysis have to be carried out?

In this study, the needs analysis was conducted prior to the course development by using a questionnaire and a semi-structure interview protocol as the instruments to collect data from the two groups of stakeholders: EIC students and English teaching staff in the first semester of the academic year 2015. The results from the needs analysis were used to develop the course.

2.7.3 Development of an English essay writing course based on the self-monitoring and peer feedback strategies for EIC students

Students learn with different learning styles and use different learning strategies. Learning that caters to the students' needs help them learn effectively and comfortably. According to Dixon (2008), students feel uncomfortable and frustrated if their learning styles do not match teaching styles. For instance, young students tend to prefer learning with a lot of activities, visual aids, and sounds, while adult students tend to prefer learning with fewer activities. Thus, it is important to design the course that matches the needs of the students as much as possible.

The third-year EIC students are considered pre-adult students. Their ages are between 20 and 23 with mixed ability of English proficiency levels. However, the majority of them are at the intermediate and low levels. According to Chinnawongs (2001), students including low proficiency students tend to learn better if they are learning in an atmosphere that is supportive and has no anxiety. They can establish rapport and mutual collaboration with their friends to help each other learn helping them learn with more confidence and motivation. Moreover, Hyland (2000) suggests that teachers should encourage students to work more independently and take more responsibility on their own writing with the help of the teachers in order to enhance their writing abilities. This can promote autonomy of students and long-term learning leading to improvement of learning outcome. Therefore, using strategies that serve students' needs and learning styles as well as provide them opportunities to learn independently and collaboratively are necessary.

In order to design an English essay writing course based on the self-monitoring and peer feedback strategies for EIC students, the researcher needs to consider several concepts starting by analyzing the students' needs and incorporating it with the theories and concepts of teaching essay writing strategies, self-monitoring strategy, peer feedback strategy together with the theories behind these strategies (i.e., critical thinking, meta-cognition, collaborative learning, and social constructivism), which are reviewed in the previous sections.

2.8 Course evaluation

Course evaluation is required when developing a course. It is a systematic process that helps the teacher or the course developer see the improvement of the course. The teacher or the course developer can evaluate the course by following the frameworks.

One of the thorough frameworks for the teacher or the course developer to follow when evaluating the course is proposed by Brown (1995). Brown proposes the three dimensions to shape point of view on course evaluation: the purpose of the information, types of information, and types of data and analysis.

The first dimension is related to the purposes for collecting the information. To collect the information, the course developer needs to use formative and summative

evaluations. According to Brown (1995), *formative evaluation* takes place during the ongoing processes of curriculum development. This type of evaluation aims to gather and analyze information to improve an existing curriculum. Put simply, the results from formative evaluation come from various instruments and are usually numerous and small in scale.

On the contrary, *summative evaluation* usually takes place at the end of the course. It aims to determine the degree whether the course is successful, efficient, and effective (Brown, 1995). The results from summative evaluation are normally in large scale providing information for the course developer to make decisions whether the course should be continued or cancelled.

Brown (1995) suggests that both formative and summative evaluations should be used together in some combination. Formative evaluation helps in changing, developing, and upgrading the course, while summative evaluation provides an opportunity to pause, stand back, and consider what has been achieved in the longer view.

The second dimension is the types of information. This dimension includes process and product evaluations. The *process evaluation* is defined as any evaluation that focuses on the workings of the program (processes), while *product evaluation* is any sort of evaluation that the emphasis is on the goals (products) of the program whether they have been achieved or not (Brown, 1995). According to Brown, the process and product evaluations seem to be related to the formative and summative evaluations because the formative evaluation tends to focus on the process of the workings of the program and the summative evaluation tends to focus on the goal achievement. Thus, it is important for the course developer to plan procedures to evaluate the course or the program using both process and product information.

The last dimension is the types of data and analysis. This dimension includes quantitative types of data and qualitative types of data. *Quantitative data* is collected in the form of numbers from, such as tests, grades, the number of students, and so on, while qualitative data emphasizes on more holistic information based on observations. These types of observations include student logs, teacher journal entries, minutes from the department meetings, classroom observations, and so forth (Brown, 1995). Normally, using only one type of data is insufficient to evaluate the effectiveness of the

course. Hence, to effectively evaluate the course, it is important for the course developer to use both types of data.

In addition, Graves (2001) proposes a framework that shares similar dimensions as in Brown's framework. To evaluate the course, Graves suggests three elements: assessing needs, assessing students' learning, and assessing the course. As needs analysis has already been discussed in the previous section, only the last two elements including assessing students' learning and assessing the course are to be discussed in this section.

Graves (2000) mentions that the course developer needs to be aware of the problems when assessing students' learning. There are six factors for the course developer to consider: 1) Who will assess students' learning? (The teachers, the students, or the institutes), 2) What is going to be assessed? (The students' performance based on the objectives and the course content, or the materials and activities of the course), 3) Why is students' learning assessed? (To identify their proficiency levels, to diagnose problems, etc.), 4) How can the teacher assess students' learning? (Using different instruments, such as tests, observation, teacher journals, etc.), 5) When will students' learning be assessed? (Depending on the course duration), and 6) What is done with the results? (To develop the course, to cancel the course, etc.)

The last element of Grave's framework is assessing the course. There are also six factors for the course developer to take into consideration. These questions seem to be relevant to the previous questions of assessing students' learning including 1) Who will assess the course? (The teacher, the students, or the institutes), 2) What can be assessed? (Goals, objectives, contents of the course, materials, teaching methods, lesson plans, etc.), 3) Why does the course need to be assessed? (To investigate the effectiveness of the course, to serve the students' needs, to continue or to redesign the course, etc.), 4) How can the course be assessed? (Using different instruments, such as questionnaires, observation, etc.), 5) When can the course be assessed? (Before, during, or at the end of the course), and 6) What is done with the results? (To change the course, to redesign the course, etc.)

In short, both Grave's and Brown's frameworks are useful and necessary for the course developer to follow when designing and evaluating the course. Their procedures are similar focusing more than elements. Therefore, it is important for the course

developer to evaluate the course in different dimensions using various instruments so that the results from the evaluation can be used to develop the course effectively.

2.9 A summary of conceptual framework of the study

For the conceptual framework in designing the course, seven main concepts were employed: course development, teaching and learning writing, self-monitoring strategy, critical thinking, peer feedback strategy, collaborative writing, and course evaluation.

This course aims to provide students with knowledge in English essay writing. In order to master students' essay writing skills that catered to their needs, a needs analysis needed to be conducted at the beginning. The needs analysis was conducted in the first semester of the academic year 2015. The two groups of participants in the needs analysis phase were asked to do the questionnaires indicating their needs in English essay writing skills such as problems in writing, aspects of feedback, and opinions about developing an English essay writing course. A semi-structured interview was also conducted to obtain in-depth information beyond the data from the questionnaire. The results from the needs analysis were used to set the goals and objectives of the course as well as select topics and contents to use to develop the course.

After analyzing data from the needs analysis phase, the researcher began to develop the course by following the course development process proposed by Graves (2000). The researcher identified the context, articulated beliefs, conceptualized content, assessed needs, formulated goal and objectives, selected the contents, organized the course, developed materials, and designed the assessment plan to design the lesson plans to teach in the course.

To design the lesson plans to teach in the course based on the self-monitoring and peer feedback strategies, theories and concepts underpinning these strategies must be integrated into the lesson plans because these concepts were the core elements in facilitating students to improve their writing ability. From the literature, it was found that the concepts underpinning the self-monitoring and peer feedback strategies involved critical reading and collaborative writing skills. Without these skills, the students might not able to formulate good questions as well as provide constructive peer feedback. Thus, these concepts were also integrated into the course to develop the

students' ability to formulate good questions and provide good feedback that could clarify and directly answer to their concerns, help them revise their drafts, and improve their writing.

To integrate these concepts into the lesson plans, the researcher followed six stages of teaching essay writing strategies proposed by Mason (2008) as a basis when designing the lesson plans. The stages included developing pre-skills, discussing the strategy, modeling, memorization, guided practice, and independent performance. However, the researcher employed only four stages in this study because some stages were overlapping when designing the lesson plans (i.e., developing pre-skills and discussing the strategy and memorization and guided practice). Therefore, the researcher combined the first two stages (developing pre-skills and discussing the strategy) into one stage called introduction and then followed by modeling stage. As for the next stage, the researcher combined memorization and guided practice into the third stage called internalization, and the last stage of the teaching process was called independent performance. The researcher provided activities that were related to the ideas of each teaching stage including reading critically, writing as a process, self-monitoring, and providing peer feedback. The students performed the activities and their tasks alongside with the use of the teaching and learning materials.

After developing the course, a total of six experts validated the lesson plans and materials used in the course. After validating the lesson plans and course materials, a pilot teaching was conducted with 4 third-year undergraduate EIC students at Rajamangala University of Technology Isan, Khon Kaen Campus in the second semester of the academic year 2015. The students in the pilot study were not the same group as in the main study, but they shared similar characteristics to the participants in the main study. Then the developed course was adjusted and implemented with 30 third-year undergraduate English for EIC at Rajamangala University of Technology Isan, Khon Kaen Campus in the first semester of the academic year 2016. At the end of the of course of study, it was evaluated to see its effectiveness in enhancing the students' writing performance. Figure 2.1 below shows the conceptual framework in developing the course in this study.

Theories and concepts	Needs analysis

Course development
- Course development process
(Graves, 2000)

Essay writing
- Process writing
(Brown, 2001;
Krizan & Logan, 2000;
Lunsford & Bridges, 2003;
Morenberg & Sommers, 2003)
- Teaching essay writing strategies
(Mason, 2008)

Self-monitoring strategy
(Charles, 1990; Xiang, 2004)
- Metacognitive strategies
(O'Malley & Chamot, 1999)

Critical thinking
(Anderson & Krathwohl, 2001;
Bloom & Krathwohl, 1956)
- Critical reading
(Knott, n.d.; McPeck, 1981)

Peer feedback strategy
(Min, 2005; Rollinson, 2005)

Collaborative writing
(Storch, 1999, 2005)
- Social constructivism
(Vygotsky, 1978)

Needs analysis

↓

Development of the course
for EIC students

↓

Validation of the lesson plans
and materials

↓

Piloting of the course with
adjustments made

↓

Implementation of the course

↓

Evaluation of the course

Figure 2.1: Conceptual framework of the study

Based on the concepts of teaching essay writing strategies mentioned earlier, the four-stage instructional model of the course was designed. Figure 2.2 below illustrates the instructional model of the course.
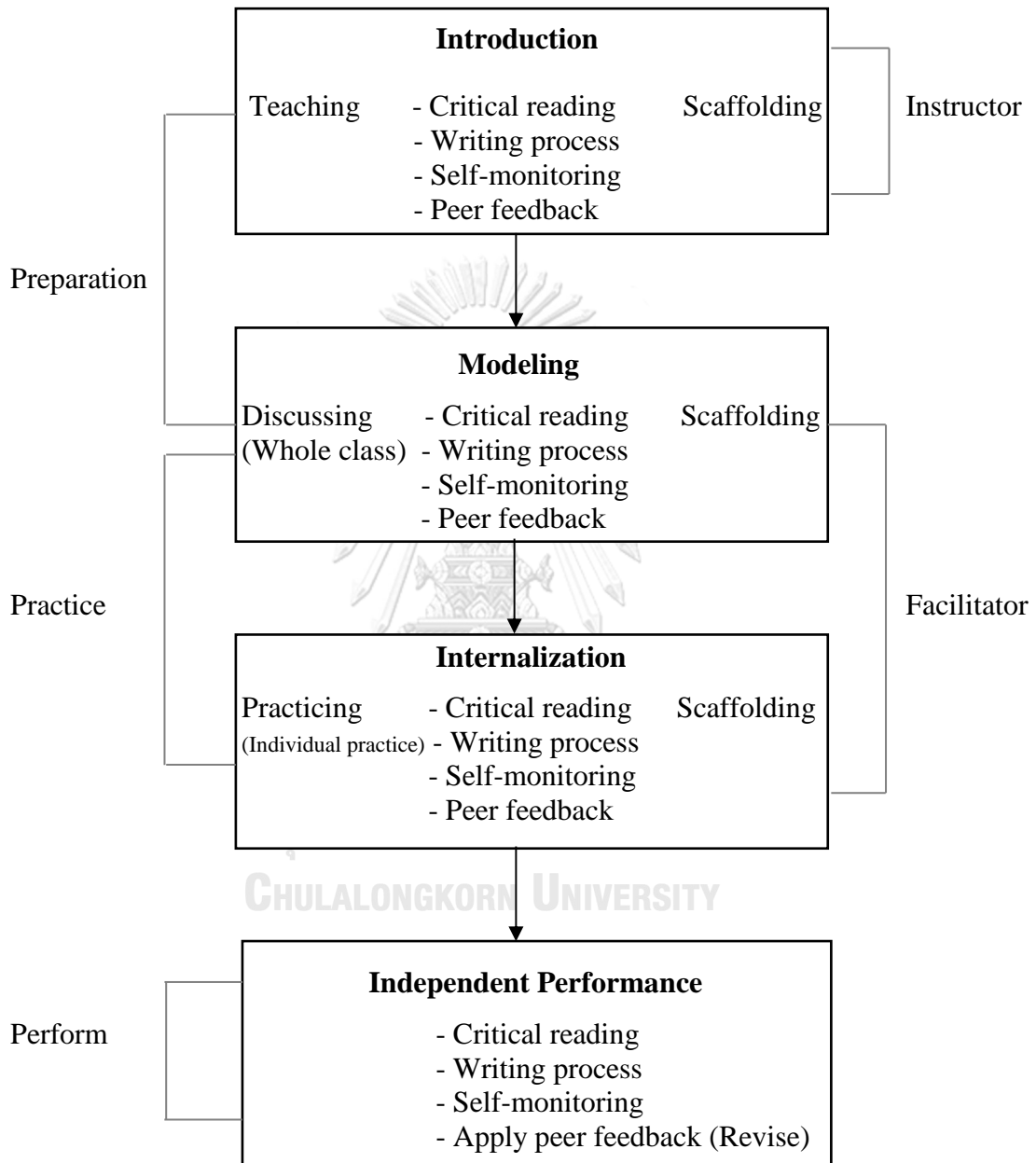
Figure 2.2: The instructional model of the course

These four stages of critical reading, writing process, self-monitoring, and giving peer feedback were implemented in every lesson plan. During the Introduction stage (Preparation), the teacher/instructor asked the students to read and discuss types, components, and pros and cons of the essays in order to prepare them to read critically. At the same time, they could gradually scaffold their knowledge from the essays they were reading. Later, the teacher taught and explained the concepts of writing as a process and introduced the self-monitoring (making annotations) and peer feedback strategies to the students. The teacher also taught the students how to improve content, organization, vocabulary, language use, and mechanics by comparing essays and pointed out differences of the essays. For example, the teacher compared the two essays on the same topic and explained how the two writers expanded the content with supporting details/examples and used vocabulary in their essays. The teacher acted as a knowledge provider by giving input to the students at this stage. Materials including checklists, examples of annotations and peer feedback, and worksheets were also used to help the students scaffold their knowledge.

During the Modeling stage (Preparation and Practice), the teacher demonstrated and discussed how to read critically starting by skimming, scanning, and evaluating. Later the teacher demonstrated how to write essay as a process starting from outlining, drafting, and revising. The teacher then showed how to self-monitor and provide peer feedback from the essays through whole class discussion. After the demonstrations, the students discussed problems found in the essays as many writing aspects as possible. Hence, the students started to expose to see more essays at this stage. This would help them scaffold their knowledge of critical reading, writing as a process, self-monitoring, and peer feedback continuously. During this stage, the teacher acted as a facilitator to help the students with problems they might encounter. Materials as mentioned in the Introduction stage were also used to accompany the activities.

During the Internalization stage (Practice), the students had individual practices on reading critically, writing as a process, self-monitoring, and providing peer feedback on the essay examples. The teacher acted as a facilitator to help the students while practicing the exercises. The same materials were used to help the students with critical reading, writing process, self-monitoring, and peer feedback. Again, the students scaffolded their knowledge on these four key concepts.

Independent Performance (Perform) was the last stage of the instructional model. During this stage, the students performed the tasks on their own by reading critically, writing their work as a process, self-monitoring, and providing peer feedback through essay examples and their own work. The students started to apply feedback given from peers to revise their drafts at this stage. The students were encouraged to perform the tasks in class so that the teacher could observe their overall behaviors. However, they were allowed to continue doing their tasks out of class if they could not finish their work in time. It can be seen that this instructional model is quite structured, yet allows for student-centered activities with scaffolding provided by the teacher.

CHAPTER III
RESEARCH METHODOLOGY

This chapter describes the methodology of essentially two research studies: the pilot study and the main study. The pilot study is divided into three phases: course development and needs analysis study, course development (results from the needs analysis), and pilot teaching. Phase one covers the SMPFS course development process; research instruments of the needs analysis; needs analysis data collection procedure; and data analysis of the needs analysis. Phase two covers formulating goal and objectives; organizing the course; developing materials and validating materials; and designing the assessment plan. Phase three is pilot teaching covering participants; results; and effectiveness and drawbacks of instruments. The main study section covers the research design; population and sample; research instruments; data collection and data analysis. Table 3.1 shows the schedule of the two research studies.

Table 3.1: The schedule of the two research studies

The two studies	Phases and period	Participants	Reported in
Pilot study	**Phase 1 (Course development)** - Identifying the context - Articulating the beliefs - Conceptualizing content - Needs analysis and instruments	Class of 2012	Chapter 3
	Phase 2 (Course development) - Formulating goal and objectives - Organizing the course - Developing materials - Designing the assessment plan	N/A	Chapter 4
	Phase 3 - Pilot teaching	Class of 2012	Chapter 3
Main study	Implementation of the course Semester 1, 2016	Class of 2013	Chapters 3 and 4

3.1 The Pilot Study

The purpose of the pilot study was to gather information for the development of the course and also to answer research question number one – what are the English essay writing skills needed by Thai undergraduate English for International Communication students and their teachers. To answer this question, the researcher followed the course development process suggested by Graves (2000).

3.1.1 SMPFS course development process

The steps of the SMPFS course development is divided into two phases. The first phase involves 1) identifying the context, 2) articulating the beliefs, 3) conceptualizing content, and 4) needs analysis and instruments. The second phase involves 5) formulating goal and objectives 6) organizing the course, 7) developing materials and validating materials, and 8) designing the assessment plan which will be reported in Chapter 4. The first phase of the course development process is described below.

3.1.1.1 Identifying the context

The first step in conducting the pilot study was to identify the context, which included two groups: the students and the English teaching staff. The students were third-year undergraduate EIC students at Rajamangala Univeristy of Technology Isan, Khon Kaen Campus. Most of them graduated from high schools in the northern region of Thailand. The majority of their English writing proficiency was at the intermediate and low intermediate levels. The average age of the students was between 20 and 23 including male and female.

The English teaching staff graduated with master's degrees and doctoral degrees. They had experience in teaching at the EIC Department at Rajamangala University of Technology Isan, Khon Kaen Campus between 3 and 25 years. The average age of the teaching staff was between 28 and 51 including male and female.

3.1.1.2 Articulating the beliefs

In this study, it is believed that English writing should be taught as a process and emphasize both global and local writing aspects – meaning-based and rule-governed. The social context of English writing should relate to the students' background and their future work. Learning should cater as much as to the students' needs as possible. Teachers should act as facilitators or counselors by facilitating them

to think critically, learn more independently, and work collaboratively throughout the course of study. Thus, the concepts of social constructivism, critical thinking, and self-monitoring and peer strategies which were discussed in Chapter 2 embody the beliefs behind this study.

3.1.1.3 Conceptualizing content

The course content focused on writing essays as a process including three essay genres: narrative, descriptive, and expository. It included five writing aspects that the students should learn, namely, content, organization, vocabulary, language use, and mechanics. The course should develop the students' positive attitudes in language learning, interpersonal skills (e.g., commenting and giving feedback), and encourage autonomous learning. Thus, the self-monitoring and peer feedback strategies should be integrated into the course.

3.1.1.4 Assessing needs (Needs analysis)

The assessment of needs involved gathering information of the students and teachers in the context stated above on their writing, teaching and learning needs (i.e., problem areas in writing, essay genres, aspects of feedback and questions of English writing needed by the EIC students and their teachers, and their opinions on developing an English essay writing course based on the self-monitoring and peer feedback strategies). The needs analysis study was conducted in the first semester of the academic year 2015. The results were used to develop the English essay writing course to aid the students' writing performance and possibly to alleviate the teacher's workload.

3.1.1.4.1 Participants of the needs analysis

There were two groups of participants in the needs analysis process as follows.

Group I: EIC students

The participants in this group were 30 third-year undergraduate EIC students at Rajamangala University of Technology Isan, Khon Kaen Campus. The average age of the participants was between 20 and 23 including male and female. This group of students had similar characteristics to those in the main study such as age, proficiency, and educational background.

The participants were selected using purposive sampling method. There were two main reasons to select this group of students. First, these students were the only group of students to take a compulsory essay writing course in the first semester of the academic year 2015, so it was deemed suitable to examine their needs to develop the course. The second reason was these students had problems in English writing. Although they were English majors, the majority of their English writing proficiency was at the intermediate and low intermediate levels. Their average grades from the previous course, paragraph writing, were between C+ and D+.

Group II: English teaching staff

The participants in this group were five English teaching staff, including the head of the EIC Program and four English writing instructors at the EIC Department, Rajamangala University of Technology Isan, Khon Kaen Campus. They were also selected by using purposive sampling method. There were two main reasons for selecting these participants. The first reason was that the head of the program could provide thorough and useful information about the English curriculum in order to develop the course. The second reason was that the four English writing instructors had experience in teaching writing to the EIC students in the different spans of years such as less than five years, between six and ten years, and more than ten years. Thus, with different perspectives, they could provide useful information regarding students' writing problem areas, essay genres, questions students often ask their teachers in order to provide explicit feedback, and aspects students should focus on when they write.

3.1.2 Research instruments of the needs analysis

The research instruments used in the process of needs analysis included a questionnaire and a semi-structured interview.

3.1.2.1 Needs analysis questionnaire (Appendix A)

The questionnaire was constructed based on the concepts and the information suggested by Graves (2000) and West (1994) and adjusted to suit the context of EIC, Rajamangala University of Technology Isan, Khon Kaen Campus. There were two sets of questionnaires. One was designed for the EIC students, and the other set was designed for the English teaching staff. The questionnaire was in Likert scale form. This type of questionnaire allows the participants to choose the most appropriate statement that corresponds to their feelings, attitudes, preferences, beliefs,

and judgments (Wasanasomsithi, 2011). In general, the needs analysis questionnaire employed the four-point Likert scale to avoid the participants taking the middle option because they might be unsure of their answers, and this might affect the needs analysis process. Based on questionnaire design concepts suggested by Graves (2000) and Keys (1995), the questionnaire was divided into four parts as follows:

Part I: Demographic characteristics data

The purpose of the questionnaire in this part was to gather data on general information of the participants. The students needed to provide various information including name, gender, age, details of education, grade from their previous writing course, GPA, and background information about their English writing ability. To estimate the students' English writing ability, a five-point Likert scale (excellent = 5, very good = 4, good = 3, fair = 2, and poor = 1) was used instead of a four-point Likert scale for the sake of a more accurate estimation of the students' own writing ability. The reason to adapt a five-point Likert scale to estimate the students' English writing ability in this part was because the range of their writing ability could be wide. The researcher did not know for sure what levels of their writing ability were. Although the majority of the students were at the intermediate and low intermediate levels, there were a few students who could perform better or outstanding. Thus, it made sense to adapt a five-point Likert scale for this part of the questionnaire in order to obtain accurate information from the students. The explanation of each scale was adapted from the holistic scoring guide proposed by O'Malley & Pierce (1996) as this type of rubrics explained overall performance of the students that made it easier for them to understand and approximate their writing ability. The results of this part in particular were used to identify and categorize the students into three different groups (high, intermediate, and low level) and to select them in the interview protocol.

The English teaching staff also provided demographic information about gender, age, education, information about their academic works, and number of years of teaching English. Checklist and gap filling items were used for both groups of participants in this part.

Part II: Opinions on problem areas in writing; genre writing; and feedback in writing

This part of the questionnaire focused on the problem areas that the students had in writing and which problem areas they thought most problematic (i.e., writing aspects and writing process); which genre they thought would be useful for their future (i.e., narrative, descriptive, expository, argumentative, and reports); and the amount/aspects of feedback they thought would be useful for the students' writing. Both the students and teachers answered this part of the questionnaire.

Part III: Opinions on the characteristics of an English essay writing course

The aim of this part was to survey the participants' opinions about and English essay writing course that incorporates the self-monitoring and peer feedback strategies in teaching and learning writing. The information based on this part was used to design teaching materials, exercises and activities, and evaluation methods to be implemented in the EIC English writing course.

Part IV: Suggestions for the development of an English essay writing course for EIC students

There was an open-ended question asking the participants to provide their suggestions for the development of an English essay writing course for EIC students.

Validation of the needs analysis questionnaire

Content validation was implemented by two experts in the field of language assessment and evaluation and one from the field of English language instruction prior to administering the questionnaires to the participants. The experts indicated what they thought about the questionnaires by rating appropriate (+1), not sure (0), or not appropriate (-1) for each of the items provided. The Item-Objective Congruence Index (IOC) was used to determine the validity of the questionnaires (Carmines & Zeller, 1979). The formula of the IOC is as follows:

$$IOC \quad = \quad \frac{\Sigma R}{N}$$

IOC   means   the index of congruence

ΣR   means   total score from the opinion of the three experts

N   means   numbers of the experts

The acceptable value of IOC for each item should not be lower than 0.5, otherwise the item needed to be revised.

The results of the IOC calculation showed that both sets of the questionnaires were at acceptable levels of validity. The values of the content of the questionnaires for the EIC students and the English teaching staff were 0.91 and 0.92 respectively. The experts also provided some suggestions on some of the items in the questionnaires to make them clearer, especially for the Thai versions. The translation was adjusted accordingly to be concise and easy to understand. The overall suggestions of each part (I-III) of the questionnaires can be summarized as follows:

Part I: There is actually a big gap between level 2 (Fair) and 1 (Poor) if the students had to rate their English writing ability, which might lead to many students to rate themselves in between the two levels. Thus, the explanation for level 2, "write quite fluently", was replaced by "write fairly." Also, "write fluently" for level 3 was substituted by "write well" to make it more specific. Additionally, the box "3-5 years" of question number 6 (number of years studying English) was deleted because this seemed impossible in real situation.

Part II: The Thai translation was a problem in this part. Some technical terms such as "organization" and "outlining" had to be translated more clearly to avoid confusion. The rating scales (1-4) such as "not very problematic," not very important," "not much," and "not very much at all" also needed to be translated into Thai clearly. Hence, these terms were translated according to the experts' comments. Also, "report writing" in the genres of English writing section was changed to only "reports" to make it parallel to the other genres.

Part III: The Thai versions had some semantic problems. Some technical terms such as "self-monitoring strategy" and "peer feedback strategy" needed to be

bracketed next to the Thai versions as these terms did not clearly illustrate their meanings when translated. The participants might have not understood what those terms meant. Therefore, these terms were bracketed next to the Thai versions to make the questionnaires clearer. Also, from item 7 to 16, the statements were revised from "focus on… more than..." to "focus more on… than…" to make the statements more accurate to what the researcher meant.

After revising each part of the questionnaires, the pilot study was conducted to determine the reliability of the questionnaires. They were piloted with two groups of participants who had similar characteristics to those of the actual participants in November 2015. There were 23 fourth-year EIC students and 5 English teaching staff. The pilot study was conducted with fourth year students because they had similar proficiency levels to those of actual participants. They had also already taken the Paragraph Writing Course (01-074-201), which is a pre-requisite course to this particular study. Thus, it was deemed appropriate to use this group of students for the pilot session.

The reliability of the questionnaires was verified by using Cronbach's Alpha Coefficient. The values of the reliability of the questionnaires for the EIC students and the teachers were 0.81 and 0.75 respectively, so based on the values of the reliability, both sets of questionnaires were reliable and could be used to collect data.

3.1.2.2 Needs analysis interview protocol questions (Appendix B)

The interview was used to obtain in-depth information beyond the data from the questionnaires. The participants in the interview protocol included nine students and three English teaching staff who were selected based on their English writing ability as revealed in Part I of the questionnaires (three high, three intermediate, and three low level), while the English teaching staff were selected based on number of years teaching English (one less than five years, one between six and ten years, and one more than ten years). The questions probed into the same aspects of writing problems, feedback/questions, self-monitoring strategy, and peer feedback strategy allowing the participants to elaborate and clarify their answers in the questionnaires. Each of the interviews took approximately fifteen to twenty minutes depending on the responses of the interviewees.

Validation of the needs analysis interview protocol questions

The same panel of three experts who validated the questionnaires validated the interview questions. The evaluation form was in checklist form (appropriate, not sure, or not appropriate). The IOC index was used to determine the validity of the questions. The acceptable value of IOC for each item must be equal or higher than 0.5, otherwise the item needed to be revised.

The value of the content of the semi-structured interview for the EIC students and the English teaching staff was 0.63, which was acceptable. One of the experts was not sure about all of the questions because there were too many sub-questions in each question. However, the other two experts accepted almost all of the questions. Only question number 12 needed to be revised to make it more specific. Some suggestions from the experts regarding the translation were also given. The questions were then revised according to the suggestions of the experts.

3.1.3 Needs analysis data collection procedure

The data collection procedure for the needs analysis was conducted as follows:

1. To collect the questionnaire data from the students, the researcher first asked permission from the homeroom teacher to meet with the students to inform them that they would complete the questionnaires after they had finished their class. This was convenient for the students and would not interrupt the teacher's teaching time. The questionnaires were then distributed to the students. All questionnaires were returned (100%).

To collect the questionnaire data from the teaching staff, the researcher first asked if they would feel comfortable doing the questionnaires. All of them agreed to do the questionnaires. The researcher distributed the questionnaires on their tables and collected all questionnaires in the following day.

2. The semi-structured interviews were set to obtain information from the two groups of participants. The semi-structured interview was first conducted with nine students and then followed by three English teaching staff in the beginning of December 2015. The interview was conducted for four days because of the time constraint and busy schedule of the teachers and students. All interviews were audio recorded and conducted at the EIC Department in a relaxed manner so that the participants could express their thoughts and feelings openly.

3.1.4 Data analysis of the needs analysis

The data analysis in this section employed the quantitative and qualitative methods. The quantitative method was used to analyze data from the questionnaires, while the qualitative method was used to analyze data from the semi-structured interviews. The data from both research instruments were analyzed as follows:

Questionnaire

Data obtained from the two sets of questionnaires were calculated by using descriptive statistics and content analysis. The statistical methods used to analyze the data were as follows:

1. Percentage and frequency count were used to calculate data concerning demographic characteristics and background information of the participants.

2. Arithmetic mean was used to calculate the average level of agreements or disagreements in the parts that allowed the participants to rate their agreements and disagreements using four-point Likert scale.

3. Standard deviation was used to investigate how much variance there was in the mean.

4. Content analysis was used to analyze data from the open-ended parts.

Semi-structured interview

The data gained from the semi-structured interviews were analyzed using content analysis. Counting frequencies of occurrence (such as problems in English writing of EIC students, aspects of received and provided feedback, aspects of expected feedback and questions, strategies used in teaching and learning writing, and advantages and disadvantages of self-monitoring and peer feedback strategies) were employed as a way to generate meaning from the gathered data (Miles & Huberman, 1994).

To obtain that data from the semi-structured interviews, the data were audio recorded, transcribed and later categorized based on the results of each question. After that, the differences and similarities of the responses toward the questions were tallied and reported.

A summary of the research instruments employed in the needs analysis are presented in Table 3.2 below.

Table 3.2: Instruments employed during the needs analysis

Research question 1	Instruments	Purposes of the instruments	Validation	Methods of analysis
What are English essay writing skills needed by Thai undergraduate English for International Communication students and their teachers?	1. Questionnaires	To find out the overall needs and preferences of the students and the teachers in developing the English essay writing course for the third-year undergraduate EIC students with self-monitoring and peer feedback components	1. Have three experts validate the items in the questionnaires (two language testing experts and one experienced English instructor) 2. Pilot the questionnaires with the 28 participants (23 students and 5 English teaching staff) who have similar characteristics to those of actual participants 3. Verify the reliability of the questionnaires by using Cronbach's Alpha Coefficient	1. Percentage and frequency count for the demographic characteristics data of the participants 2. Mean and standard deviation for four-point Likert scale items 3. Content analysis for the open-ended questions
	2. Semi-structured interviews	To obtain in-depth information beyond the data from the questionnaires	Have three experts validate the interview questions (two language testing experts and one experienced English instructor)	Content analysis

3.1.5 Course development

The course development process in phase two covers formulating goals and objectives, organizing the course, developing materials and validating materials, and designing the assessment plan. To follow each step, the results of the needs analysis study were used. However, the outcome (course) will be reported in Chapter 4. The following steps show the process of developing the course in brief.

3.1.5.1 Formulating goal and objectives

The course objectives was set taking into consideration the context, beliefs, conceptual context, and needs of the students and teachers. The data from the needs analysis was gathered and analyzed revealing various elements to be included when formulating the goal and objectives of the course.

3.1.5.2 Organizing the course

The course was organized in terms of number and order of lessons, topics, and activities. To organize the course, the researcher followed the objectives of the course to cover the 15-week study.

3.1.5.3 Developing materials and validating materials

The course materials were developed based on previous steps of developing the course. To develop the materials, the researcher used the results from the needs analysis study to develop a tailor-made textbook, worksheets, self-monitoring and peer feedback checklists, examples of annotations and peer feedback, and lesson plans.

The lesson plans were validated in terms of content objectives and teaching procedures. The other parts of the course components including course objectives, course description, and course materials were also validated by a panel of three experienced English language teachers. The evaluation form was in checklist form (appropriate, not sure, not appropriate). The IOC index was used to determine the validity of the course components. The acceptable value of IOC for each item must be equal or higher than 0.5, otherwise the item needed to be revised.

Overall, the three experts accepted the lesson plans and the course components. The contents were relevant to the objectives and the teaching procedures were easy to follow. Learning materials were expected to help the students reach the objectives, while the activities also promoted critical reading and collaborative

learning. Self-monitoring and peer feedback strategies were encouraged in each class. Moreover, the evaluation methods were expected to help the students reach the outcomes. The results of the IOC calculation showed that the value of the content of the lesson plans was 0.94, which was acceptable.

However, the experts suggested that some questions to be asked during the introduction and modeling stages should be clearer for the students to answer. These questions needed rephrasing. The experts also suggested to revise the instructions of the exercises to make them clearer, and manage the time effectively as some activities (e.g., drafting/writing, making annotations, and providing peer feedback) might need more time, and the students might not be able to finish the tasks within a given time. Thus, the teacher should allow the students to finish the tasks as homework if necessary. The other parts of the lesson plans were appropriate to use in this course.

After revising the lesson plans, they were piloted with four participants, out of initially 15 students, who had similar characteristics to those of actual participants. Seven lessons were piloted to examine whether the lessons were effective and appropriate with the students, as will be explained in the proceeding section.

3.1.5.4 Designing the assessment plan

The assessment plan was designed based on the goals and objectives of the course and the course organization. Both formative and summative assessments were employed. For the formative assessment, the students composed writing drafts based on the three essay genres from week 5 to week 13. For the summative assessment, the students took the pre-test at the beginning and the post-test at the end of the course.

3.1.6 Pilot teaching and results

The purpose of pilot teaching was to find out the effectiveness and drawbacks of the instruments. It was conducted in an extra-curricular writing course which was limited to seven sessions (seven lesson plans 1-4 and 11-13), with three hours per session. The focus of these seven sessions was to train students to self-monitor, provide peer feedback, and practice writing expository essays, which was a core element of the study. Piloting these seven lesson plans could help the researcher adjust the main teaching procedures as well as the course materials to best suit the students in the main study.

3.1.6.1 Participants of the pilot classes

The pilot teaching was carried out in the second semester of the academic year 2015 from March 21 to May 4, 2016 at the EIC Department, Rajamangala University of Technology Isan, Khon Kaen Campus with 15 students selected using purposive sampling method. The students were the same students providing data for the needs analysis. It was worth noting that only four students remained in the pilot teaching as students eventually withdrew from the sessions because the sessions took place after school hours which was not at a convenient time for all students. By the end of the session, only four students were left (one high proficiency level, two intermediate level, and one low proficiency level) in the pilot teaching phase. The students' abilities were mixed, including one high, two intermediate, and one low. Their abilities were observed from their English writing ability revealed in Part I of the questionnaire in the needs analysis study.

Steps of the pilot teaching phase were as follows:

1. The researcher/teacher administered the pre-test to the students. The test lasted 1.40 hours including writing a 5-paragraph expository essay (60 minutes), making annotations (20 minutes), and providing peer feedback (20 minutes).

2. The researcher began the teaching by following the seven lesson plans. The first four lessons were on training the students to self-monitor and provide peer feedback, while the last three lessons were on writing expository essays and practicing self-monitoring and providing peer feedback. Self-monitoring and peer feedback checklists, essay writing training exercises, and examples of annotations and peer feedback were materials and exercises used during the pilot teaching phase. The pilot teaching lasted seven weeks. Each week lasted three hours and conducted on Mondays from 16:00 to 19:00. The researcher recorded the effectiveness and drawbacks of the lessons.

3. At the end of the pilot teaching, the researcher administered the post-test to the students in the following day. The process was the same as in the pre-test.

4. The researcher observed and recorded the students' overall behaviors and problems and successes found during the pilot teaching phase.

5. After the post-test, the students took about 15 minutes to complete the attitude questionnaire, which was the same set as in the main study. However, some adjustments were made to areas where students had difficulty answering the questions.

6. The semi-structured interview was conducted in the following day after the students did the post-test and the attitude questionnaire in order to avoid students' fatigue. Each interview lasted approximately 30 minutes depending on the interviewee's answers. All interviews were audio recorded. The interview questions were used to check whether or not the students understood all of the questions. Some adjustments were needed if the students experienced difficulties answering the questions.

3.1.6.2 Results of the pilot teaching phase

The English essay writing pre-test and post-test were used to see the students' writing performance before and after being trained to self-monitor and provide peer feedback. The data obtained from the pre-test and post-test used in the pilot teaching were calculated by using descriptive statistics (minimum value, maximum value, arithmetic mean, and standard deviation). The scores are shown below in Table 3.3.

Table 3.3: Scores of students' pre-tests and post-tests in the pilot teaching phase

Descriptive statistics	Pre-test (100 points)	Post-test (100 points)
Minimum	10.5	29
Maximum	51	66
Mean	35.88	48.13
SD	15.31	13.30

Based on the results between the pre-test and post-test, it indicated students' writing improvement.

When looking closely on the most problematic aspects that the students had, it appeared that they had more problems on the content, organization, and language use in the pre-test. On the other hand, they performed better in the post-test as they minimized their errors and showed more understanding in writing on the content and organization. This was why the average score was increased in the post-test. However, the students continued to have errors on the language use.

In addition, the students performed better in terms of making annotations and providing peer feedback in the post-test. Descriptive statistics were also used to calculate the data obtained from the students' annotations and peer feedback. The scores are shown in Table 3.4.

Table 3.4: Scores of the students' annotations and peer feedback in the pre-test and post-test

Descriptive statistics	Pre-test		Post-test	
	Annotation	Peer feedback	Annotation	Peer feedback
Minimum	18	18	23	26
Maximum	31	34	39	31
Mean	25.25	22	31.25	28.25
SD	5.12	6.93	5.67	1.79

Although the maximum value of the peer feedback was lower in the post-test, the mean score was higher than the pre-test. Thus, it indicated that the students made better annotations and provided better peer feedback on most of the writing aspects after they had been trained regularly (i.e., making more average and good quality annotations and peer feedback).

3.1.6.3 Effectiveness and drawbacks of instruments

This part was to report what was found while using the instruments during the pilot teaching phase. Details of each instrument are explained below.

3.1.6.3.1 English essay writing pre-test and post-test

Based on the results from the pilot teaching phase, the students performed better in the post-test. They could also annotate and provide peer feedback better after attending the course. However, the number of students in the pilot teaching phase was very small and only seven lesson plans were tried out, so it could not yield true data to guarantee the effectiveness of the course. As the number of the students was very small, Pearson correlation coefficient could not be used to determine the inter-rater reliability. Hence, the inter-rater reliability values from the two raters were determined through observation and face value– not via statistical analysis.

During the pre-test and post-test, it was found that the students did not understand the instructions of the two tests clearly. They mentioned that they

should write essay, make annotations, and provide peer feedback at the same time, or they should write essay first, then make annotations, and then provide peer feedback. Thus, adjustments of the instructions of the two tests were made for the main study.

3.1.6.3.2 Teacher log

During class observations, it was found that overall, students felt motivated and comfortable to study in this environment. They interacted with each other well. The high proficiency student felt more confident in writing, making annotations, and providing peer feedback than the other two proficiency levels. This student was found to be more independent as well. This student selfdom asked the teacher for clarifications. She managed to solve the problems by checking the answers from dictionaries and the Internet by herself.

On the other hand, the intermediate students were found to be more dependent on the teacher. They regularly asked the teachers to check whether or not their annotations and peer feedback were correct, especially on the vocabulary and language use. For the low proficiency student, it was also found that she was too dependent, but rather on her partner. Although the teacher encouraged all of the students to ask and consult with the teacher if they experienced any problems during the pilot teaching, she did not seem to ask the teacher as much as asking her partner about her annotations and peer feedback on all of the writing aspects. The findings from the pilot teaching phase suggested that it was important for the teacher to manage the course in the main study more effectively by paying close attention to the lower proficiency students, who might feel constrained by their weaknesses in English and might not have the courage to ask the teacher to explain directly. Thus, the teacher might choose to discuss in pairs, small groups, or whole class to assist these students more in the main study.

3.1.6.3.3 Attitude questionnaire and interview questions

For the attitude questionnaire and semi-structured interview, it was found that the students understood all of the questions. In general, they reported that they liked the course and the two strategies. The course developed based on the self-monitoring and peer feedback strategies was useful and could help them think more critically, understand the process of writing, and enhance their essay writing skills. However, the students suggested that the teacher should provide more time for the

students to do the exercises and activities as sometimes they could not finish their work in time. There were also a few typographic mistakes in the questionnaire. Based on the results of the pilot teaching phase, some adjustments to the instruments were made in order to yield most effectiveness for the participants in the main study. Table 3.5 shows a brief description of adjustments made to some of the instruments.

Table 3.5: Adjustments to be made after the pilot teaching phase

Instruments	Adjustments to be made for the main study
Course materials	Add more examples of hook and conclusion. Add more essay examples.
Lesson plans	Add more time for the students to do the exercises and activities.
Pre-test and post-test	Adjust the instructions by dividing the instructions into three parts: A write the essay B make annotations, and C provide peer feedback.
Analytical rating scale	No adjustment
Annotation rating scale	No adjustment
Peer feedback rating scale	No adjustment
Attitude questionnaire	Edit the typographic mistakes
Interview questions	No adjustment
Student log questions	No adjustment
Teacher log	No adjustment, but the teacher should provide more discussions to assist the students in the main study.

3.2 The Main Study

The purpose of the main study was to answer research question number three and number four which was to examine the effectiveness of the developed course in enhancing the students' writing performance and to examine their attitudes toward the developed course respectively. The main study was conducted in the first semester of the academic year 2016 at the EIC Department, Rajamangala University of Technology Isan, Khon Kaen Campus with 30 third-year students who enrolled in the essay writing course as a compulsory course. The course was a 15-week course with three hours for each session. The researcher was the course instructor.

3.2.1 Research design of the study

This study adopted a one-group pretest-posttest design where a single group was measured before and after being exposed to a treatment. The independent variables were the self-monitoring and peer feedback strategies that were employed throughout the course to aid students' essay writing performance.

The dependent variables were 1) students' English essay writing performance as reflected in their writing scores and 2) their attitudes toward the SMPFS English essay writing course. The following diagram shows the design of this study.

O_1	X	O_2
Pre-test	Treatment	Post-test
	(Course Implementation)	
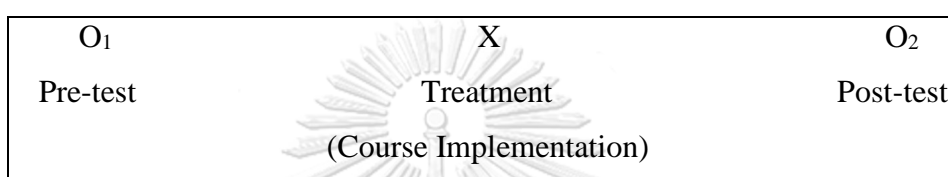
However, this design is considered weak due to uncontrolled-for threats to internal validity including data collector bias and practice effect (Wasanasomsithi, 2011). The following ways were how the researcher attempted to control threats to internal validity.

3.2.1.1 Control of threats to internal validity

1. Data collector bias

To avoid data collector bias, there were two raters in this study. Each rater followed the analytical rating scale when scoring the tests and tried them out in the pilot teaching phase. Scores rated by the two raters were analyzed to check for the inter-rater reliability. If the scores were not reliable, there would be a third rater to score the tests.

2. Practice effect

To minimize this threat, the post-test was administered in week 14, about three months after the pre-test was administered Moreover, the pre-test and the post-test were not on the same topics; they were parallel tests. As such, the practice effect was likely to be lessened.

3.2.2 Population and sample of the main study

The population of the main study were approximately 120 EIC students at Rajamangala University of Technology Isan, Khon Kaen Campus. The participants were 30 third-year students of academic year 2016. The average age of the participants

was between 20 and 23 including male and female. A purposive sampling method with an intact group was used because this was the only group of students taking this writing course and the researcher saw the possibility of adjusting this writing course to suit their needs as English courses with a focus solely on writing are scarce. The participants are required to take an essay writing course in the first semester of every academic year, prior to which, they have to pass a paragraph writing course. Their English abilities were mixed. However, the majority of their English writing proficiency was at the intermediate and low intermediate levels. This could be observed from their average grades from the paragraph writing course that were between C+ and D+.

3.2.3 Research instruments

The instruments included English essay writing pre-test and post-test, an attitude questionnaire, student logs, a semi-structured interview questions, and teacher logs. Details of each instrument are explained below.

3.2.3.1. English essay writing pre-test and post-test (Appendix E)

The English pre-test and post-test were used to examine the effectiveness of the course to see how much the students had progressed at the end of the course. They were designed based on the goal and objectives of the course in order to evaluate the students' learning. Simply put, the construct of the test was syllabus-based. The topics of the two tests were different, but parallel. This was to minimize the practice effect. Both the pre-test and post-test were expository essays. Each test took 60 minutes. The students were required to write approximately 200 words in both tests. This amount would be sufficient for the raters to evaluate their essays on different writing aspects when using the analytical rating scale proposed by Jacobs *et al* (1981).

Validation of tests

The content validity was used to validate the pre-test and post-test. A panel of three experts (two experts from English language instruction and one expert from assessment and evaluation field) evaluated the topics of the tests. The evaluation form was in checklist form (appropriate, not sure, not appropriate). Then the IOC index was used to determine the validity of the topics. The acceptable value of IOC for each item should be equal or higher than 0.5, otherwise the item needed to be revised.

The result of the IOC calculation showed that the level of validity was acceptable. The value of the content of the tests was 0.91. One of the experts suggested

to revise the pre-test topic from "How important of using the Internet for university students?" to "What are the benefits of using the Internet for university students?" to parallel to the post-test, "What are the benefits of using social media?" Also, the experts provided minor suggestions on the instructions of the tests that they should be clearer, particularly on the term "annotations."

3.2.3.2 Pre-test/post-test analytical rating scale (Appendix C)

The analytical rating scale was adapted from Jacobs *et al* (1981) because it provided a detailed evaluation of specific writing aspects, namely, content, organization, vocabulary, language use, and mechanics. This helped the students see and make progress in different dimensions as well.

Validation and reliability of the analytical rating scale

Validation of the rating scale was carried out by the same panel of three experts who validated the pre-test and the post-test. According to the IOC calculation on the analytical rating scale, it showed that the value of content validation was 0.78. This value was acceptable. The experts suggested, however, that some criteria should be clearly explained and additional explanations of each criterion was also needed as these would help raters grade the students easier and remain as objective as possible.

In terms of reliability of rating scale, two raters rated the students' pre-test and post-test. Pearson correlation coefficient was employed to determine the inter-rater reliability of the test scores. The inter-rater reliability values of the two tests as checked in the main study were 0.96 and 0.95 respectively. Tables 3.6 shows rater scoring on the pre-test and post-test and Table 3.7 shows overall rater correlation on the pre-test and post-test.

Table 3.6: Rater scoring on the pre-test and post-test

Descriptive statistics	Pre-test		Post-test	
	Rater 1	Rater 2	Rater 1	Rater 2
Mean	43.31	43.60	53.35	54.75
SD	9.63	10.68	10.62	10.43

N = 30

Table 3.7: Overall rater correlation on the pre-test and post-test

Statistics	Pre-test (Rater 1 + Rater 2)	Post-test (Rater 1 + Rater 2)
Correlation	0.96	0.95

N = 30

3.2.3.3 Annotation rating scale (Appendix C)

The purpose of the annotation rating scale was to evaluate quality of the students' annotations as part of the self-monitoring strategy. The annotation rating scale was constructed by the researcher. The researcher followed the guidelines of the five aspects of the analytical rating scale proposed by Jacobs *et al* (1981) to be consistent with the pre-test and post-test analytical rating scale. The criteria were adapted from the examples of good, average, and poor annotations and peer feedback and also divided into five aspects: content, organization, vocabulary, language use, and mechanics.

Validation and reliability of annotation rating scale

The same panel of three experts validated the annotation rating scale. According to the IOC calculation on the annotation rating scale, it showed that the value of content validation was 1.0. The experts did not provide any comments for adjustments.

Using Pearson correlation coefficient, annotation scores were calculated to determine the inter-rater reliability. The inter-rater reliability values of the annotations from the two tests as checked in the main study were 0.90 and 0.94 respectively. Tables 3.8 shows rater scoring of annotations on the pre-test and post-test and Table 3.9 shows the overall rater correlation of annotations on the pre-test and post-test.

Table 3.8: Rater scoring of annotations on the pre-test and post-test

Descriptive statistics	Pre-test		Post-test	
	Rater 1	Rater 2	Rater 1	Rater 2
Mean	18.70	19.20	24.16	24.03
SD	2.18	2.64	4.86	4.60

N = 30

Table 3.9: Overall rater correlation of annotations on the pre-test and post-test

Statistics	Pre-test (Rater 1 + Rater 2)	Post-test (Rater 1 + Rater 2)
Correlation	0.90	0.94

N = 30

Examples of students' annotations rated by the two raters in the *pre-test* can be seen below.

Rater 1

Content: Does the essay have a clear *thesis statement*?	Average (10)
Organization: Do you think the *hook* is interesting?	Average (7)
Vocabulary: Do I use good vocabulary?	Poor (4)
Language use: Do I use correct grammar?	Poor (4)
Mechanics: Do I use correct punctuation marks?	Poor (1)

Rater 2

Content: Does the essay have a clear *thesis statement*?	Average (10)
Organization: Do you think the *hook* is interesting?	Average (7)
Vocabulary: Do I use good vocabulary?	Poor (4)
Language use: Do I use correct grammar?	Poor (4)
Mechanics: Do I use correct punctuation marks?	Poor (1)

3.2.3.4 Peer feedback rating scale (Appendix C)

The purpose of the peer feedback rating scale was to evaluate quality of the students' peer feedback. Similar to the annotation rating scale, the peer feedback rating scale was also constructed by the researcher. The scales were constructed following the guidelines of the five aspects of the analytical rating scale proposed by Jacobs *et al* (1981). The criteria were also adapted from the examples of good, average, and poor annotations and peer feedback and also divided into five aspects: content, organization, vocabulary, language use, and mechanics.

Validation and reliability of peer feedback rating scale

The same panel of three experts validated the peer feedback rating scale. Regarding the IOC calculation on the peer feedback rating scale, the value of content validation was 1.0. The experts did not provide any comments for adjustments.

The scores of the peer feedback were calculated to determine the inter-rater reliability using Pearson correlation coefficient. The inter-rater reliability values of the peer feedback from the two tests as checked in the main study were 0.91 and 0.96 respectively. Tables 3.10 and 3.11 show rater scoring of peer feedback on the pre-test and post-test and overall rater correlation of peer feedback on the pre-test and post-test.

Table 3.10: Rater scoring of peer feedback on the pre-test and post-test

Descriptive statistics	Pre-test		Post-test	
	Rater 1	Rater 2	Rater 1	Rater 2
Mean	20.33	20.97	23.03	22.37
SD	3.79	3.92	5.10	4.21

N = 30

Table 3.11: Overall rater correlation of peer feedback on the pre-test and post-test

Statistics	Pre-test	Post-test
	(Rater 1 + Rater 2)	(Rater 1 + Rater 2)
Correlation	0.91	0.96

N = 30

Examples of students' peer feedback rated by the two raters in the *pre-test* can be seen below.

Rater 1

Content: Your *thesis statement* is clear and easy to understand.   Average (10)

Organization: Yes, you have an interesting *hook* that attracts readers. Average (7)

Vocabulary: I understand your vocabulary.   Poor (4)

Language use: It is all correct.   Poor (4)

Mechanics: It is correct.   Poor (1)

Rater 2

Content: Your *thesis statement* is clear and easy to understand.   Average (10)

Organization: Yes, you have an interesting *hook* that attracts readers. Average (7)

Vocabulary: I understand your vocabulary.   Poor (4)

Language use: It is all correct.   Poor (4)

Mechanics: It is correct.   Poor (1)

3.2.3.5 Attitude questionnaire (Appendix F)

The attitude questionnaire was used to check the students' attitudes toward the course at the end of the course of study. The questionnaires used in this

phase mainly employed the four-point Likert scale. This was to avoid the participants taking the middle option when they feel uncertain about the answer, which might affect the results. The questionnaire was divided into two parts as follows:

Part I: Students' attitudes after attending the course

This part aimed to evaluate the course after the students attended the course. The statements in this part of the questionnaire consisted of eight aspects: 1) objectives and contents of the course, 2) teaching methods and activities, 3) self-monitoring strategy, 4) peer feedback strategy, 5) teacher, 6) evaluation, 7) writing performance, and 8) additional comments and suggestions. The four-point Likert scale (strongly agree = 4, agree = 3, disagree = 2, strongly disagree = 1) was used in this part of the questionnaires.

Part II: Comments or suggestions toward the course

This part aimed to ask the students to comment or give suggestions about the course in any aspects such as the course, the teaching procedure, self-monitoring strategy, peer feedback strategy, or problems and difficulties they had during the course of study. It was an open-ended question.

Validation and reliability of attitude questionnaire

The content validity was used to validate the attitude questionnaire. It was validated by a panel of three experts (three experts from assessment and evaluation field). An evaluation checklist (appropriate, not sure, or not appropriate) was used to evaluate each of the items provided using the IOC index to determine the validity of the content of the questionnaire. The acceptable value of IOC for each item should be equal or higher than 0.5, otherwise the item needed to be adjusted.

The result of the IOC calculation showed the acceptable level of validity. The value of the content of the questionnaire was 0.82. Also, the experts provided useful suggestions on some of the items to make them clearer. The overall suggestions of each part (I-II) of the questionnaires can be summarized as follows:

Part I: There were minor semantic problems about the Thai versions, grammar, and typographic mistakes. These mistakes were edited according to the experts' comments. One of the experts also suggested using the word "useful" rather than the word "appropriate" in some of the statements. The expert mentioned that the

word "appropriate" was not meaningful in eliciting the information. Hence, the word "appropriate" was replaced by the word "useful" in those statements.

Part II: One of the experts suggested to avoid using the words "attitudes" and "feelings" in the open-ended questions. These words seem vague and difficult for the students to explain. Instead, the expert suggested using common terms. Thus, the instructions were then revised from "Please write your attitudes, feelings, and suggestions toward the course" to "Please write your additional comments or suggestions on the course."

After revising the questionnaire, it was piloted with four participants who had similar characteristics to those of actual participants to determine its reliability. The reliability of the questionnaire was verified by using Cronbach's Alpha Coefficient. The acceptable value of the alpha coefficient was set at 0.70 or higher. The value of the reliability of the questionnaire was 0.96. However, the number of the students in the pilot teaching phase was very small, as it might not yield true value of the reliability. To minimize this problem, the researcher included semi-structured interview that probed into the same aspects of the questionnaire in the pilot teaching phase as well.

3.2.3.6 Student log (Appendix G)

The student log aimed to find out problems the students encountered with using each of the strategies and how they solved the problems. It was used to triangulate the results from the attitude questionnaire and semi-structured interview. The students were asked to write on their logs every week throughout the course of study.

Validation of student log

The same panel of three experts who validated the attitude questionnaire validated the questions in the student log. An evaluation checklist (appropriate, not sure, or not appropriate) was used to evaluate each of the items provided. Then the IOC index was used to calculate the validity of the questions. The acceptable value of IOC for each item should be equal or higher than 0.5, otherwise the item needed to be adjusted.

The result of the content validity was 0.94. However, minor suggestions from the experts were given to improve the clarity of the questions, especially the Thai versions. The questions were then revised according to the suggestions of the experts.

3.2.3.7 Semi-structured interview questions (Appendix H)

The purpose of the semi-structured interview questions was to obtain in-depth information from the students toward the course. It was used as an additional tool to understand the participants' composing processes and strategies. The participants in the interview included nine students who were recruited based on the pre-test scores using purposive sampling method (three high, three intermediate, and three low). The questions in the interview were not the same questions as in the attitude questionnaire, but they probed into the same aspects of objectives and contents of the course, teaching methods and activities, self-monitoring strategy, peer feedback strategy, teacher, evaluation, writing performance, and additional comments and suggestions.

Validation of semi-structured interview questions

The same panel of three experts examined the interview questions. An evaluation checklist (appropriate, not sure, or not appropriate) was used to evaluate each of the items provided. The IOC index was used to determine the validity of the questions. The acceptable value of IOC for each item must be equal or higher than 0.5, otherwise the item needed to be revised.

The value of the content of the semi-structured interview was 0.97. The three experts accepted all of the questions in the semi-structured interview. However, minor suggestions from the experts were given to improve the clarity of the questions. The questions were then revised according to the suggestions of the experts. The questions were then piloted with four students. It was found that the students understood all of the questions and reported similar answers.

3.2.3.8 Teacher log (Appendix I)

The purpose of the teacher log was to record overall students' behaviors, activities held in class, problems and successes occurred when teaching essay writing course based on the self-monitoring and peer feedback strategies, and how to deal with such problems. The teacher recorded on those aspects every week throughout the course of study. It could provide rich qualitative data on how to teach such a writing course effectively targeting low proficiency students.

Validation of teacher log

The teacher log was validated in terms of its aspects by the same panel of three experts. An evaluation checklist (appropriate, not sure, or not appropriate) was

used to evaluate each of the items provided. The IOC index was used to calculate to determine the validity of the aspects. The acceptable value of IOC for each item should be equal or higher than 0.5, otherwise the item needed to be revised.

The result of the content validity of the teacher log was 1.0. All of the experts accepted the aspects of the log. However, one of the experts suggested that the part that recorded the overall students' behaviors should have criteria to avoid bias (e.g., motivation and interaction). Thus, the teacher log was then adjusted according to the suggestions of the expert.

3.2.4 Data collection procedure

To collect data from each of the instruments, the procedures were as follows:

3.2.4.1 Test administrations

The pre-test and post-test were administered at the beginning and at the end of the course. Each test lasted one hour. The students had to write a 5-paragraph expository essay on the topics "What are the benefits of using the Internet for university students?" in week 1 and "What are the benefits of using social media?" in week 14. The students did the tests in the same room and environment. Data from both tests were collected from a total of 30 students to find significance between the scores. This was to investigate whether or not the students could perform better after attending the developed course. The researcher was only the data collector.

The students' tests were marked by two raters using analytical rating scale. One was the researcher and the other was a colleague of the researcher who had experience in teaching English including writing for more than 10 years. The raters were the same persons who rated the students' tests in the pilot teaching phase. Before marking the students' tests, the raters discussed the analytical rating scale together to make sure that the raters understood the criteria and remained as objective as possible when marking. Then the raters marked the tests at their own convenient time.

3.2.4.2 Self-monitoring (annotation) sessions

Self-monitoring (annotation) sessions which lasted 20 minutes each were conducted after the students did the pre-test and post-test. The students annotated on the five writing aspects, namely, content, organization, vocabulary, language use, and mechanics. The data obtained from these two sessions were collected to find significance between the scores and to find out whether or not the students could

annotate better and independently after being trained and having practiced annotating continuously throughout the course of study.

During the course of study, the students were also trained and practiced annotating in eight sessions altogether. The first two sessions were annotation trainings which were conducted during the first four weeks of the study. The last six sessions were annotation practices which were conducted in week 5-6 (narrative essays), 8-9 (descriptive essays), and 11-12 (expository essays). Two sessions were devoted to one essay genre. During these six weeks, the students practiced making annotations based on their own essays. The students annotated on the content and organization in the first session and then moved on to annotate on the vocabulary, language use, and mechanics in the second session. The procedure went on until week 12. Data from these six sessions were collected and selected purposively as samples to accompany with the scores of essay drafts to show the quality of the annotations that the students made. The researcher was the data collector.

The students' annotations from the pre-test and post-test were marked by the same raters using the annotation rating scale. Before marking the students' annotations, the raters discussed the annotation rating scale together to make sure that the raters understood the criteria and remained as objective as possible when marking. Then the raters marked the students' annotations at their own convenient time.

3.2.4.3 Peer feedback sessions

Peer feedback sessions were conducted after the students made annotations on the pre-test and post-test. Like self-monitoring, each session of peer feedback lasted 20 minutes. The students were expected to provide peer feedback that responded to the annotations on the five writing aspects as mentioned earlier. The data obtained from these two peer feedback sessions were collected to find significance between the scores and to investigate whether or not the students could provide constructive and straightforward peer feedback to their partners after attending the developed course.

During the course of study, the students were also trained in and practiced giving peer feedback in eight sessions altogether. The first two sessions were peer feedback trainings which were conducted during the first four weeks of the study. The last six sessions were peer feedback practices which were conducted in week 5-6

(narrative essays), 8-9 (descriptive essays), and 11-12 (expository essays) after the students made annotations. Two sessions were also devoted to one essay genre. During these six weeks, the students practiced giving peer feedback that responded directly and clearly to the annotations that their partners made. The students provided peer feedback on the content and organization in the first session and then moved on to provide peer feedback on the vocabulary, language use, and mechanics in the second session. The procedure also went on until week 12. Data from these six sessions were collected and selected purposively as samples to accompany with the scores of essay drafts to show the quality of the peer feedback that the students provided.

The students' peer feedback from the pre-test and post-test were also marked by the same raters using the peer feedback rating scale. Prior to marking the students' peer feedback, the raters discussed the peer feedback rating scale together to make sure that the raters understood the criteria and would remain as objective as possible when marking. Then the raters marked the students' peer feedback at their own convenient time.

3.2.4.4 Student log sessions

At the end of each class, the students were assigned to reflect their thoughts toward the course and strategies. The students did this task by answering the questions provided for each week. The reason to ask the students to do this task at the end of each class every week because they were prone to remember what they had just studied and might provide fresh and more honest information. This information could yield rich qualitative data that would be beneficial to this study. The students did this task throughout the 15-week course of study. They submitted their logs every week. Content analysis was used to analyze data obtained from the student logs.

3.2.4.5 Teacher log sessions

During the course of study, the teacher observed and recorded the students' overall behaviors, classroom activities, problems and successes occurred with teaching critical reading, self-monitoring, and peer feedback strategies, and how such problems were dealt with. Teacher log sessions were conducted every week throughout the course of study. Data obtained from teacher logs would provide both benefits and drawbacks of the developed course that could shed light in teaching and learning

English language writing. Content analysis was used to analyze data collected from the teacher logs.

3.2.4.6 Attitude questionnaire

After the post-test in week 14, the attitude questionnaire was distributed to 30 students. It took about 15-20 minutes for the students to do the questionnaires. All questionnaires were returned (100%). Descriptive statistics and content analysis was used to analyze data gathered from the attitude questionnaires.

3.2.4.7 Semi-structured interview

The semi-structured interview was conducted with nine participants including three high, three intermediate, and three low proficiency students at the end of the course. The interviewees were asked to report and elaborate their views in Thai regarding different aspects such as composing processes and strategies. Each interview took about 25 minutes. All interviews were audio recorded. Content analysis was used to analyze data gathered from the interviews.

A summary of instruments employed in the main study is presented in Table 3.12.

Table 3.12: A summary of instruments employed in the main study

Administration	Instruments	Purpose	Description	Validation	Reliability
During the pilot teaching and in the main study (Week 1-13)	Lesson plans	To guide the teacher what to do/teach during the course of study	Lesson plans incorporating process writing, three genres, self-monitoring and peer feedback activities	Have three experts from English language instruction conduct validity checks	-
During the pilot teaching and in the main study (Week 1-13)	Course material	To train and practice the students during the course of study	Material includes tailor-made textbook, checklists, examples of annotations and peer feedback, and worksheets	Have three experts from English language instruction conduct validity checks	-
During the pilot teaching and in the main study (Week 1 & 13)	Pre-test and post-test	To measure the students' writing performance before and after the treatment	An expository essay writing test designed to measure the students' writing performance of all writing aspects	Have two experts from English language instruction and one expert from assessment and evaluation field conduct validity checks	Verify the inter-rater reliability in marking using Pearson correlation coefficient (The values = 0.96 and 0.95)
During the pilot teaching and in the main study (Week 1, 7, 10, 13)	Analytical rating scale	To evaluate the students' essays	An analytical rating scale adapted to evaluate the students' essays of all writing aspects	Have two experts from English language instruction and one expert from assessment and evaluation field conduct validity checks	-

Table 3.12: A summary of instruments employed in the main study (continued)

Administration	Instruments	Purpose	Description	Validation	Reliability
During the pilot teaching and in the main study (Week 1 & 13)	Annotation rating scale	To evaluate the students' annotations	An annotation rating scale developed to evaluate the students' annotations of all writing aspects	Have three experts from assessment and evaluation field conduct validity checks	Verify the inter-rater reliability in marking using Pearson correlation coefficient (Pre-test = 0.90; Post-test = 0.94)
During the pilot teaching and in the main study (Week 1 & 13)	Peer feedback rating scale	To evaluate the students' peer feedback	A peer feedback rating scale developed to evaluate the students' peer feedback of all writing aspects	Have three experts from assessment and evaluation field conduct validity checks	Verify the inter-rater reliability in marking using Pearson correlation coefficient (Pre-test = 0.91; Post-test = 0.96)
At the end of each lesson throughout the course of study (Week 1-15)	Student log	To find out what the students' encounter with using each of the strategies and how they solve the problems	Questions in the student logs designed to ask the students about lessons, problems they encounter when learning, methods to solve the problems, activities and exercises, problems when self-monitoring and giving peer feedback, and their writing skills	Have three experts from assessment and evaluation field conduct validity checks	-

Table 3.12: A summary of instruments employed in the main study (continued)

Administration	Instruments	Purpose	Description	Validation	Reliability
During each lesson throughout the course of study (Week 1-15)	Teacher log	To record overall students' behaviors, activities, problems and successes with teaching, and how such problems are dealt with throughout the course of study	A teacher log designed to observe the students' motivation and interaction, problems and successes, and methods to deal with the problems	Have three experts from assessment and evaluation field conduct validity checks	-
At the end of the pilot teaching and the course of study (Week 14)	Attitude questionnaire	To check the students' attitudes toward the course at the end of the course of study	An attitude questionnaire designed to ask the students about the content, activities, self-monitoring and peer feedback strategies, teacher, evaluation, and writing performance	Have three experts from assessment and evaluation field conduct validity checks	Verify the reliability of the questionnaire using Cronbach's Alpha Coefficient during the pilot teaching phase (The value = 0.96)
At the end of the pilot teaching and the course of study (Week 15)	Semi-structured interview	To obtain in-depth information	Interview questions probe deeper into the same aspects as in the questionnaire	Have three experts from assessment and evaluation field conduct validity checks	-

3.2.5 Data analysis

To analyze data, different methods of analysis were used in this study, which are explained below.

3.2.5.1 Statements of the hypothesis

Hypothesis 1: The essay writing mean score in the post-test of the English for International Communication students who were taught with the SMPFS English essay writing course will be significantly higher than the pre-test mean score.

Hypothesis 2: The results of the questionnaire, student logs, and semi-structured interview will indicate positive attitudes of the students toward the overall course at the end of the course of study.

3.2.5.2 Data analysis for Research Question 1

Research Question 1: What are the English essay writing skills needed by Thai undergraduate English for International Communication students and their teachers?

This part involved the needs analysis study. The types of analyses used to answer this research question were both quantitative and qualitative. Qualitative data would provide deeper information when accompanied by quantitative data, giving more useful and richer information to develop the course. Instruments used to gather data for these were the needs analysis questionnaire and the needs analysis semi-structured interview protocol.

Needs analysis questionnaire

The criteria of the questionnaire was set prior to the analysis to interpret the data. The data were interpreted as follows:

1 = strongly disagree (1.0-1.49)

2 = disagree (1.5-2.49)

3 = agree (2.5-3.49)

4 = strongly agree (3.5-4.0)

Data obtained from the questionnaires were calculated by using descriptive statistics and content analysis. The statistical methods used to analyze the data were as follows:

1. Percentage and frequency count were used to calculate data concerning demographic characteristics and background information of the participants.

2. Arithmetic mean was used to calculate the average level of agreements or disagreements in the parts that allowed the participants to rate their agreements and disagreements using four-point Likert scale.

3. The standard deviation was used to investigate how much variance there was in the mean.

4. The content analysis was used to analyze data from the open-ended parts.

Needs analysis semi-structured interview protocol

Data gathered from the semi-structured interviews were analyzed using content analysis. Counting frequencies of occurrence (such as problems in English writing of EIC students, aspects of received and provided feedback, aspects of expected feedback and questions, strategies used in teaching and learning writing, and advantages and disadvantages of self-monitoring and peer feedback strategies) were employed as a way to generate meanings from the gathered data (Miles & Huberman, 1994). The interview data were transcribed and then categorized based on the results of each question. After that, the differences and similarities of the responses toward the questions were tallied and reported.

3.2.5.3 Data analysis for Research Question 2

Research Question 2: How can an English essay writing course based on the self-monitoring and peer feedback strategies (SMPFS) be developed to enhance the English essay writing performance of English for International Communication students?

This part involved the needs analysis study, the course development process, and pilot teaching phase including information from the attitude questionnaires, semi-structured interviews, and teacher logs (observations). Both quantitative and qualitative results obtained from the needs analysis study were used to answer this research question. These results together with information from the pilot teaching phase would contribute to developing, adjusting, and managing the SMPFS course more effectively in the main study. Main instruments used to gather information from the pilot teaching phase were the pre-test and post-test, attitude questionnaire, semi-structured interview, and teacher log. Thus, the types of analyses were both quantitative and qualitative types. The reason to use both types of analyses was to see

a clearer picture of the instruments and course procedures that needed to be adjusted and managed to cater most to the students' needs in the main study.

Pre-test and post-test

As the number of the participants in the pilot teaching phase was very small, data gathered from the pre-test and post-test were calculated by using descriptive statistics (minimum value, maximum value, arithmetic mean, and standard deviation). This would help the researcher see whether or not the instructions of the tests were clear and the students could do the tests before and after the pilot teaching phase. Also, there were two raters to rate the students' tests using analytical rating scale. Data obtained from the two raters were observed to determine the inter-rater reliability.

Attitude questionnaire

For the attitude questionnaire, the results would allow the researcher to check the students' attitudes toward the course as well as whether or not they understood the statements in the questionnaire. The criteria of the questionnaire was set prior to the analysis to interpret the data. The data were interpreted as follows:

1 = strongly disagree (1.0-1.49)

2 = disagree (1.5-2.49)

3 = agree (2.5-3.49)

4 = strongly agree (3.5-4.0)

Data obtained from the questionnaires were calculated by using descriptive statistics and content analysis. The statistical methods used to analyze the data were as follows:

1. Percentage and frequency count were used to calculate data concerning students' attitudes before attending the course.

2. Arithmetic mean was used to calculate the average level of agreements or disagreements in Part II of the questionnaire. This part allowed the participants to rate their agreements and disagreements using four-point Likert scale.

3. The standard deviation was used to investigate how much variance there was in the mean.

4. The content analysis was used to analyze data from the open-ended part.

Semi-structured interview

Data gathered from the semi-structured interviews were analyzed using content analysis. Counting frequencies of occurrence (such as problems in English writing and their attitudes) were employed as a way to generate meanings from the gathered data (Miles & Huberman, 1994). The interview data were transcribed and then categorized based on the results of each question. After that, the differences and similarities of the responses toward the questions were tallied and reported. The information derived from the semi-structured interviews would help the researcher understand deeper of the students' views toward the course and whether or not they understood the interview questions.

Teacher log

Data gained from the teacher logs were analyzed using content analysis. Counting frequencies of occurrence (such as problems and successes with teaching self-monitoring and peer feedback strategies) were employed as a way to generate meanings from the gathered data (Miles & Huberman, 1994). The information from the teacher logs would help the researcher to manage the course and the students more effectively in the main study.

3.2.5.4 Data analysis for Research Question 3

Research Question 3: What is the effectiveness of the English essay writing course for English for International Communication students developed based on the SMPFS?

This part involved the results of the pre-test and post-test scores, the annotation scores, and the peer feedback scores. The type of analyses used to answer this research question was quantitative. Instrument employed to gather data for this analysis was the pre-test and post-test. Not only the pre-test compared with the post-test scores would reveal the effectiveness of the course, but the annotation and peer feedback scores given by selected students would reveal whether or not the students were able to self-monitor well and provide peer feedback (despite their proficiency level), and in turn, reflect the effectiveness of the course.

Pre-test and post-test

To determine the effectiveness of the course, dependent *t-test* for paired samples was employed to calculate data obtained from the two tests (pre-test and post-

test scores, annotation scores, and peer feedback scores) to see the difference between the scores. Also, there were two raters to rate the students' tests, annotations, and peer feedback using analytical rating scale, annotation rating scale, and peer feedback rating scale. Data obtained from the two raters were calculated using Pearson correlation coefficient to determine the inter-rater reliability. If the scores were not reliable, there would be a third rater to score the tests.

3.2.5.5 Data analysis for Research Question 4

Research Question 4: What are the students' attitudes toward the English essay writing course developed based on the SMPFS?

This part involved the results from the students' attitude questionnaires, student logs, semi-structured interviews, and teacher logs (observations). The attitudes of students toward this course could be observed via these four instruments by asking the students directly and observing from what they had reflected in their logs and also teacher class observation. The types of analyses used to answer this research question were quantitative and qualitative. Qualitative data would provide richer information when accompanied by quantitative data, giving more useful and in-depth information to understand the students' reactions and views toward the developed course.

Attitude questionnaire

The criteria of the questionnaire was set prior to the analysis to interpret the data. The data were interpreted as follows:

1 = strongly disagree (1.0-1.49)

2 = disagree (1.5-2.49)

3 = agree (2.5-3.49)

4 = strongly agree (3.5-4.0)

Data obtained from the questionnaires were calculated by using descriptive statistics and content analysis. The statistical methods used to analyze the data were as follows:

1. Percentage was used to show a proportionate part of a total in Part I of the questionnaire. This part allowed the participants to rate their agreements and disagreements using four-point Likert scale.

2. Arithmetic mean was used to calculate the average level of agreements or disagreements in Part I of the questionnaire.

3. The standard deviation was used to investigate how much variance there was in the mean.

4. The content analysis was used to analyze data from the open-ended part.

Semi-structured interview

Data gained from the semi-structured interviews were analyzed using content analysis. Counting frequencies of occurrence were employed as a way to generate meanings from the gathered data (Miles & Huberman, 1994). Data from the semi-structured interviews were transcribed and later categorized into eight aspects: objectives and contents of the course, teaching methods and activities, self-monitoring strategy, peer feedback strategy, teacher, evaluation, writing performance, and additional comments and suggestions. After that, the differences and similarities of the responses toward the questions were tallied and reported.

Student log

Data obtained from the student logs were analyzed using content analysis. Counting frequencies of occurrence (such as problems in English writing and their attitudes) were employed as a way to generate meanings from the gathered data (Miles & Huberman, 1994). Data from the student logs were categorized into nine aspects: lessons, problems in writing, activities and exercises, teaching methods, teacher, self-monitoring strategy, peer feedback strategy, writing performance, and additional comments and suggestions. Then the differences and similarities of the responses toward the questions were tallied and reported.

Teacher log

Data obtained from the teacher logs were analyzed using content analysis. Counting frequencies of occurrence (such as problems and successes with teaching self-monitoring and peer feedback strategies) were employed as a way to generate meanings from the gathered data (Miles & Huberman, 1994). Data obtained from the teacher logs were categorized into four aspects: overall students' behaviors (motivation and interaction), activities, problems and successes with teaching (critical reading, self-monitoring strategy, and peer feedback strategy), and how to solve such problems. Then the differences and similarities of those aspects were tallied and reported.

A summary of data analysis is presented in Table 3.13.

Table 3.13: A summary of data analysis

Research questions	Instruments used	Data	Collection procedures	Method of analysis
1. What are the English essay writing skills needed by Thai undergraduate English for International Communication students and their teachers?	- Needs analysis questionnaires - Semi-structured interview questions	- Quantitative: four point-Likert scale - Qualitative: Open-ended and interview answers	- Needs analysis questionnaire administration - Semi-structured interview protocol	- Quantitative: 1. Percentage and frequency count for the demographic characteristics data of the participants 2. Mean and standard deviation for four-point Likert scale items - Qualitative: Content analysis for the open-ended and interview answers
2. How can an English essay writing course based on the self-monitoring and peer feedback strategies (SMPFS) be developed to enhance the English essay writing performance of English for International Communication students?	- Needs analysis questionnaire - Semi-structured interview results	- Quantitative: four point-Likert scale results - Qualitative: Open-ended and interview results	- Needs analysis questionnaire administration - Semi-structured interview protocol	- Quantitative: 1. Percentage and frequency count for the demographic characteristics data of the participants 2. Mean and standard deviation for four-point Likert scale items - Qualitative: Content analysis for the open-ended and interview answers

Table 3.13: A summary of data analysis (continued)

Research questions	Instruments used	Data	Collection procedures	Method of analysis
3. What is the effectiveness of the English essay writing course for English for International Communication students developed based on the SMPFS?	- Pretest and posttest scores - The annotation scores - The peer feedback scores	Quantitative: writing scores, annotation scores, and peer feedback scores	- Test administration - Self-monitoring administration - Peer feedback administration	Dependent *t-test* for paired samples
4. What are the students' attitudes toward the English essay writing course developed based on the SMPFS?	- Attitude questionnaires - Student logs - Semi-structured interview questions - Teacher logs (observations)	- Quantitative: four point-Likert scale - Qualitative: Open-ended, student log and interview answers, and observations	- Attitude questionnaire administration - Student log administration - Teacher log administration - Semi-structured interview protocol	- Quantitative: Percentage, mean, and standard deviation for Part I - Qualitative: Content analysis for the open-ended, student log and interview answers, and observations

3.3 Summary of the Methodology

The research methodology comprised two main studies: the pilot study (needs analysis and course development) and the main study. The pilot study was conducted to assess the students' and teachers' needs through questionnaires and semi-structured interviews as tools in order to develop and pilot the course. The course was developed and piloted accordingly, despite the small number of participants. Adjustments to the course and instruments were made in preparation for the main study, as advised by participants. The main study was carried out to examine the effectiveness of the course, and attitudes towards the SMPFS course. Instruments utilized during the main study were the pre-test and post-test, attitude questionnaire, semi-structured interview, student log, and teacher log.

CHAPTER IV
RESULTS

This chapter presents the results of the study in accordance with the following research questions:

1. Needs analysis report on the English essay writing skills of Thai undergraduate EIC students and their teachers

2. Development of an English essay writing course based on the SMPFS

3. Effectiveness of the developed course

4. Attitudes of students toward the developed course

5. Summary of the findings

4.1 Needs analysis report on for the English essay writing skills of Thai undergraduate EIC students and their teachers

Research question 1: What are the English essay writing skills needed by Thai undergraduate English for International Communication students and their teachers?

Overall, it was found that the students saw themselves as having problems in many writing aspects, particularly the vocabulary, language use, and content. They agreed that process of writing was necessary when drafting/writing and revising/editing different genres. They wanted to be able to think independently and work collaboratively with their peers to help each other improve their work. The results obtained from each instrument are explained in detail below.

4.1.1 Results from the needs analysis questionnaire

Part I: Demographic characteristics data

1. EIC students

All of the participants were third-year undergraduate students majoring in EIC at Rajamangala University of Technology Isan, Khon Kaen Campus. Almost all of them were female (28 or 93.3%). More than half of them were at the age 21 (17 or 56.5%). Half of them had studied English for more than 15 years (15 or 50%), while the rest of them had studied English between 11 and 15 years (12 or 40%) and between 6 and 10 years (3 or 10%) respectively.

Regarding their grades in the Paragraph Writing Course, almost half of them got a D grade (13 or 43.3%). None of them reported themselves getting an A grade. Only 2 of them got a B+ grade (6.6%), while those who got B and C+ grades were in similar numbers (6 or 20% and 5 or 16.6%). The rest of them got C and D+ (3 or 10% and 1 or 3.3%) respectively. In terms of their GPA (Grade Point Average), similar percentages of the students got their GPA between 2.01 and 2.50 (7 or 23.3%), 2.51 and 3.00 (7 or 23.3%), and 3.01 and 3.50 (8 or 26.6%). However, four of them did not provide their GPA in the questionnaires (13.3%).

As for their English writing ability, most of them rated themselves having fair writing ability (18 or 60%), while the rest of them had very good writing ability (2 or 6.6%), good writing ability (7 or 23.3%), and poor writing ability (3 or 10%). Table 4.1 illustrates a summary of the demographic characteristics data of the EIC students.

Table 4.1: Demographic characteristics of the EIC students

Demographic characteristics data	Number	Percentage
Sex		
Male	2	6.6
Female	28	93.3
Age		
19	1	3.3
20	7	23.3
21	17	56.6
22	4	13.3
30	1	3.3
Academic year		
3rd year	30	100
Degree		
Matthayom 6	30	100

Table 4.1: Demographic characteristics of the EIC students (continued)

Demographic characteristics data	Number	Percentage
Number of years studying English		
6-10 years	3	10
11-15 years	12	40
15+ years	15	50
Paragraph Writing Course (01-074-201) grade		
A	-	-
B+	2	6.6
B	6	20
C+	5	16.6
C	3	10
D+	1	3.3
D	13	43.3
F	-	-
GPA(Grade Point Average)		
Not provided	4	13.3
1.50-2.00	1	3.3
2.01-2.50	7	23.3
2.51-3.00	7	23.3
3.01-3.50	8	26.6
3.51-4.00	3	10
English writing ability		
Excellent	-	-
Very good	2	6.6
Good	7	23.3
Fair	18	60
Poor	3	10

2. English teaching staff

According to the data, almost all of the teachers were female (4 or 80%). As for the age, two of them were between 41 and 50 years old (40%), while the remaining three of them were between 20-30, 31-40, and 5-60 years old, or 20% each. In terms of

their degrees and academic positions, most of them had master's degrees and were lecturers (3 or 60%), while the rest graduated with a doctoral degree and were assistant professors (2 or 40%). The majority of them have published research articles (4 or 80%).

Regarding the number of years teaching English, two of them had experience in teaching English for more than 15 years, while the rest of them had experience in teaching English between 3-5 years, 6-10 years, and 11-15 years, or 20% each. The demographic characteristics data of the English teaching staff are presented in Table 4.2.

Table 4.2: Demographic characteristics of the English teaching staff

Demographic characteristics data	Number	Percentage
Sex		
Male	1	20
Female	4	80
Age		
20-30	1	20
31-40	1	20
41-50	2	40
51-60	1	20
Degree		
Master's Degree	3	60
Doctoral Degree	2	40
Academic Position		
Lecturer	3	60
Assistant Professor	2	40
Academic Publication		
Research articles	4	80
Academic articles	1	20

Table 4.2: Demographic characteristics of the English teaching staff (continued)

Demographic characteristics data	Number	Percentage
Number of years teaching English		
3-5 years	1	20
6-10 years	1	20
11-15 years	1	20
15+ years	2	40

To conclude, this part reported the information of the two groups of participants, the EIC students and the English teaching staff. It yielded necessary background information of the participants including education, writing ability, and work experience that could be beneficial to identify the context when developing the course.

Part II: Opinions on problem areas in writing; genre writing; and feedback in writing

This part concerns general problem areas in writing English, genres of essays, and aspects of feedback.

1. Problem areas in writing; genre writing; and feedback in writing as viewed by students

According to the results, the students thought vocabulary was the most problematic (Mean = 3.30; SD = 0.70), followed by language use (Mean = 3.27; SD = 0.69), and content (Mean = 2.93; SD = 0.45). In terms of the process of writing, revising/editing was the most problematic to them (Mean = 2.80; SD = 0.61), while prewriting/outlining and drafting/writing were in similar means (Mean = 2.77; SD = 0.73 and Mean = 2.73; SD = 0.69) respectively. The results of problem areas in writing English as viewed by students are shown in Table 4.3.

Table 4.3: Problem areas in writing as viewed by students

Problem areas in writing according to students	Mean	SD
Content	2.93	0.45
Organization	2.80	0.66
Vocabulary	3.30	0.70
Language Use	3.27	0.69
Mechanics	2.47	0.57
Prewriting/Outlining	2.77	0.73
Drafting/Writing	2.73	0.69
Revising/Editing	2.80	0.61

In terms of genres of English writing, the students rated expository essays the most of important genre for their future (Mean = 3.50; SD = 0.57), followed by descriptive essays (Mean = 3.43; SD = 0.50), and reports (Mean = 3.40; SD = 0.72). On the other hand, reports were the most problematic to them (Mean = 3.50; SD = 0.63), followed by argumentative essays (Mean = 3.42; SD = 0.57), and narrative essays (Mean = 3.17; SD = 0.59) respectively. Table 4.4 shows the results of the importance of genres of English writing in the EIC context and problems when students write each genre.

Table 4.4: Genres of English writing as viewed by students

Genres of English writing	A. Importance for the future		B. Problems when writing each genre	
	Mean	SD	Mean	SD
Descriptive essays	3.43	0.50	3.10	0.61
Narrative essays	3.13	0.63	3.17	0.59
Expository essays	3.50	0.57	3.13	0.63
Argumentative essays	3.23	0.63	3.42	0.57
Reports	3.40	0.72	3.50	0.63

Regarding the results of aspects of feedback, organization (Mean = 2.90; SD = 0.61), language use (Mean = 2.90; SD = 0.66), and content (Mean = 2.83; SD = 0.59) were aspects of feedback that reviewers provided most. When looking at aspects of feedback that the students needed most, language use was the most needed aspect (Mean = 3.63; SD = 0.56), followed by vocabulary (Mean = 3.60; SD = 0.50), and content (Mean = 3.50; SD = 0.63). The results of the amount of feedback provided by and needed from reviewers on different aspects are presented in Table 4.5.

Table 4.5: The amount/aspects of feedback as viewed by students

Aspects of feedback	A. Feedback provided by reviewers		B. Feedback needed from reviewers	
	Mean	SD	Mean	SD
Content	2.83	0.59	3.50	0.63
Organization	2.90	0.61	3.47	0.63
Vocabulary	2.60	0.77	3.60	0.50
Language Use	2.90	0.66	3.63	0.56
Mechanics	2.70	0.60	3.37	0.72

2. Problem areas in writing; genre writing; and feedback in writing as viewed by English teaching staff

The students' problem areas in writing English in general that the teachers rated most was language use (Mean = 3.80; SD 0.45), followed by organization (Mean = 3.60; SD = 0.55), and content (Mean = 3.40; SD = 0.89). With respect to the process of writing, drafting/writing was the most problematic (Mean = 3.60; SD 0.55), followed by prewriting/outlining (Mean = 3.40; SD = 0.55), and revising/editing (Mean = 3.20; SD = 0.84) respectively. The results of teachers' views toward the students' problem areas in writing English in general are illustrated in Table 4.6.

Table 4.6: Students' problem areas in writing as viewed by teachers

Problem areas in writing according to teachers	Mean	SD
Content	3.40	0.89
Organization	3.60	0.55
Vocabulary	3.20	0.84
Language Use	3.80	0.45
Mechanics	3.40	0.55
Prewriting/Outlining	3.40	0.55
Drafting/Writing	3.60	0.55
Revising/Editing	3.20	0.84

According to the results of genres of English writing, descriptive essays (Mean = 3.40; SD = 0.55), narrative essays (Mean = 3.20; SD = 0.45), and expository essays (Mean = 3.20; SD = 0.45) were the most three important genres for the students' future. Also, these genres were problematic to them in similar means: descriptive essays (Mean = 3.60; SD = 0.55), expository essays (Mean = 3.60; SD = 0.55), and narrative essays (Mean = 3.40; SD = 0.55). Table 4.7 presents the results of the importance of genres of English writing in the EIC context and problems when students write each genre.

Table 4.7: Genres of English writing as viewed by teachers

Genres of English writing	A. Importance for the future		B. Problems when students write each genre	
	Mean	SD	Mean	SD
Descriptive essays	3.40	0.55	3.60	0.55
Narrative essays	3.20	0.45	3.40	0.55
Expository essays	3.20	0.45	3.60	0.55
Argumentative essays	3.00	0.71	3.60	0.55
Reports	2.80	1.10	3.40	0.55

Regarding the results of aspects of feedback, language use (Mean = 3.20; SD = 0.45), content (Mean = 3.00; SD = 0.00), and vocabulary (Mean = 3.00; SD = 0.00) were aspects of feedback that the teachers provided to the students most. Aspects of questions that the teachers needed the students to ask in their writing were in all the same mean (Mean = 3.20; SD = 0.45). The results of the amount of feedback provided to and the importance of questions needed from the students on different aspects are presented in Table 4.8.

Table 4.8: The amount/aspects of feedback as viewed by teachers

Aspects of feedback	A. Feedback provided to students		B. Questions needed from students	
	Mean	SD	Mean	SD
Content	3.00	0.00	3.20	0.45
Organization	2.80	0.45	3.20	0.45
Vocabulary	3.00	0.00	3.20	0.45
Language Use	3.20	0.45	3.20	0.45
Mechanics	2.60	0.55	3.20	0.45

To sum up, this part of the questionnaire reported the results on problem areas in writing, genres of English writing, and aspects of feedback. The results obtained in this part were used to formulate course description, goal, and objectives of the course.

Part III: Opinions on the characteristics of an English essay writing course

This part concerns opinions about developing an English essay writing course for EIC students.

1. Students' opinions on the characteristics of an English essay writing course

In terms of teaching writing, the students strongly agreed that the teacher should focus on the revising process when teaching writing (Mean = 3.53; SD = 0.51). They mostly agreed with learning writing as a process, especially with including the drafting/writing process (Mean = 3.33; SD = 0.61), the pre-writing/outlining process (Mean = 3.30; SD = 0.53), and the editing process (Mean = 3.27; SD = 0.52). They agreed with the objectives of the course (Mean = 3.23; SD = 0.43). However, students

disagreed that the teacher should focus more on content than language use (Mean = 2.37; SD = 0.67), more on content than mechanics (Mean = 2.47; SD = 0.68), more on organization than language use (Mean = 2.30; SD = 0.60), more on organization than vocabulary (Mean = 2.40; SD = 0.56). In other words, students wanted teachers to give priority to language use, vocabulary, content, organization, and mechanics respectively. They also wanted for teachers to use Thai more than English in teaching (Mean = 2.30; SD = 0.84).

Regarding the self-monitoring strategy, students strongly agreed that they should be able to write their own work independently (Mean = 3.53; SD = 0.57). They also agreed with being able to read their own work critically (Mean = 3.33; SD = 0.48), revising their own writing (Mean = 3.27; SD = 0.58), editing their own work (Mean = 3.27; SD = 0.45), and checking their own writing (Mean = 3.10; SD = 0.61). However, they disagreed with using Thai to ask questions about their own writing (Mean = 2.47; SD = 0.73). They proposed that they would prefer to use English as the medium language in self-annotating. So, in general, students agreed with almost all the items under the self-monitoring strategy proposed in the questionnaire, save for using Thai to ask questions about their own writing.

In terms of the peer feedback strategy, they strongly agreed that they should be able to help each other give feedback (Mean = 3.60; SD = 0.56) and read each other's work (Mean = 3.50; SD = 0.57). They mostly agreed with all other items, especially on being able to choose their own pairs/peers (Mean = 3.23; SD = 0.83), working in small groups of 3 (Mean = 3.17; SD = 0.87), and working in pairs (Mean = 3.13; SD = 0.68). However, they disagreed with having the teacher select pairs/peer for students (Mean = 2.20; SD = 1.03). Overall, they agreed with all the elements making up the peer feedback strategy except for being assigned into groups or paired up by their teachers.

For the teaching materials and evaluation methods, all students agreed with all the items, especially on using PowerPoint presentations (Mean = 3.07; SD = 0.64), using VDO clips (Mean = 3.07; SD = 0.52), and using exercises as an evaluation method (Mean = 3.03; SD = 0.49) respectively.

2. Teachers' opinions on the characteristics of an English essay writing course

Regarding the writing process, the teachers strongly agreed that teachers should especially focus on teaching the revision process (Mean = 3.80; SD = 0.45), the editing process (Mean = 3.40; SD = 0.55), followed by the pre-writing/outlining and drafting/writing (Mean = 3.20; SD = 0.45).

Regarding the aspects of writing, the teachers felt that attention should be given to all of the aspects – content, organization, vocabulary, language use, and mechanics (Mean = 2.40; SD = 0.55).

Regarding the medium of language used for teaching writing, the teachers felt that English should be used more than Thai (Mean = 2.80; SD = 0.45).

For the self-monitoring strategy, most of them strongly agreed with most of the items, especially that students should write their own work independently, revise their and edit their own writing (Mean = 3.80 SD = 0.45). They agreed that the students should ask questions about their own writing in English more than in Thai (Mean = 3.40; SD = 0.55). They disagreed that the students should ask questions about their own writing in Thai more than in English (Mean = 2.20; SD = 0.45). In other words, ideally, the teachers would have wanted the students to be able to formulate questions about their work in English.

In terms of the peer feedback strategy, most of them agreed especially with having students read each other's work, learn from each other's work, and give written peer feedback to their peers in English more than in Thai (Mean = 3.40; SD 0.55). However, they disagreed being the ones to select partners for students (Mean = 2.40; SD = 0.55). They also disagreed with having students give written feedback to their peers in Thai (Mean = 2.20; SD = 0.45). In other words, the teachers would have wanted the students to be able to give written feedback to their peers in English.

As of the teaching materials, the teachers agreed with using VDO clips (Mean = 3.20; SD = 0.45), using tailor-made texts based on local context and using PowerPoint presentations (Mean = 3.00; SD = 0.00). On the other hand, they reported they disagreed with using commercial texts (Mean 2.20; SD = 0.45).

In terms of evaluation methods, most teachers agreed with all of the items, especially on using writing tests as an evaluation method (Mean = 3.40; SD = 0.55).

However, they disagreed with using pair discussion as an evaluation method (Mean = 2.40; SD = 0.55). For easy viewing and comparison, the results of the students' and teachers' opinions on the characteristics of an English essay writing course are shown in Table 4.9 on the following pages.

Table 4.9: Opinions on the characteristics of an English essay writing course

Opinions on the characteristics of an English essay writing course	Students' opinions		Teachers' opinions	
	Mean	SD	Mean	SD
Teaching writing				
When teaching writing, the teacher should...				
1. focus on the objectives of the course	3.23	0.43	3.20	0.45
2. focus on the pre-writing/outlining process	3.30	0.53	3.20	0.45
3. focus on the drafting/writing process	3.33	0.61	3.20	0.45
4. focus on the revising process	3.53	0.51	3.80	0.45
5. focus on the editing process	3.27	0.52	3.40	0.55
6. focus on the product of writing	3.03	0.61	3.00	0.00
7. focus more on content than organization	2.83	0.65	2.20	0.45
8. focus more on content than language use	2.37	0.67	2.20	0.84
9. focus more on content than vocabulary	2.50	0.63	2.40	0.55
10. focus more on content than mechanics	2.47	0.68	2.40	0.55
11. focus more on organization than language use	2.30	0.60	2.40	0.55
12. focus more on organization than vocabulary	2.40	0.56	2.40	0.55
13. focus more on organization than mechanics	2.50	0.57	2.40	0.55
14. focus more on language use than vocabulary	2.63	0.67	2.60	0.55
15. focus more on language use than mechanics	2.77	0.73	2.40	0.55
16. focus more on vocabulary than mechanics	2.90	0.66	2.40	0.55
17. use Thai more than English in teaching	2.30	0.84	1.80	0.45
18. use English more than Thai in teaching	3.07	0.74	2.80	0.45

Table 4.9: Opinions on the characteristics of an English essay writing course (continued)

Opinions on the characteristics of an English essay writing course	Students' opinions		Teachers' opinions	
	Mean	SD	Mean	SD
Self-monitoring strategy				
The students should...				
19. read their own writing critically	3.33	0.48	3.60	0.55
20. write their own work independently	3.53	0.57	3.80	0.45
21. check their own writing	3.10	0.61	3.60	0.55
22. revise their own writing	3.27	0.58	3.80	0.45
23. edit their own writing	3.27	0.45	3.80	0.45
24. ask questions about their own writing in Thai	2.97	0.72	2.60	0.55
25. ask questions about their own writing in English	3.00	0.87	3.60	0.55
26. ask questions about their own writing in Thai more than in English	2.47	0.73	2.20	0.45
27. ask questions about their own writing in English more than in Thai	2.87	0.90	3.40	0.55
Peer feedback strategy				
The students should...				
28. work in pairs	3.13	0.68	3.20	0.45
29. read each other's work	3.50	0.57	3.40	0.55
30. learn from each other's work	3.47	0.68	3.40	0.55
31. help each other give feedback	3.60	0.56	3.20	0.45
32. work in small groups of 3	3.17	0.87	3.00	0.00
33. choose their own pairs/peers	3.23	0.82	3.20	0.84

Table 4.9: Opinions on the characteristics of an English essay writing course (continued)

Opinions on the characteristics of an English essay writing course	Students' opinions		Teachers' opinions	
	Mean	SD	Mean	SD
The teacher should... 34. select pairs/peers for students	2.20	1.03	2.40	0.55
The students should... 35. give written feedback to their peers in Thai	2.83	0.70	2.20	0.45
36. give written feedback to their peers in English	2.90	0.76	2.80	0.45
37. give written feedback to their peers in Thai more than in English	2.57	0.68	2.40	0.55
38. give written feedback to their peers in English more than in Thai	2.93	0.69	3.40	0.55
Teaching materials The teacher should... 39. use commercial texts	2.50	0.73	2.20	0.45
40. use tailor-made texts based on local contexts	2.70	0.60	3.00	0.00
41. use PowerPoint presentations	3.07	0.64	3.00	0.00
42. use VDO clips	3.07	0.52	3.20	0.45
Evaluation methods The teacher should... 43. use exercises as an evaluation method	3.03	0.49	3.20	0.45
44. use writing tests as an evaluation method	3.00	0.64	3.40	0.55
45. use portfolios as an evaluation method	2.93	0.64	3.20	0.45
46. use student logs as an evaluation method	2.77	0.73	3.20	0.45

Table 4.9: Opinions on the characteristics of an English essay writing course (continued)

Opinions on the characteristics of an English essay writing course	Students' opinions		Teachers' opinions	
	Mean	SD	Mean	SD
47. use pair discussion as an evaluation method	3.03	0.61	2.40	0.55
48. use group discussion as an evaluation method	3.00	0.64	2.40	0.55

In conclusion, it was found that students and teachers felt similarly in terms of essay genres, process of writing, critical reading, independent working, and collaborative learning. Both teachers and students felt that narrative, descriptive, and expository genres were important genres to be included in a writing course and that writing process was essential in an essay writing course, especially during drafting/writing and revising/editing stages. Moreover, critical reading was seen as an important aspect that should be taught to help students write better. Teachers and students both agreed that being able to check one's own work as well as read and learn from each other's work and help each other give feedback should be taught in class.

However, teachers and students felt differently on some aspects about writing problems, feedback, and evaluation. Students felt that vocabulary, language use, and content were their major writing problem areas so they urgently needed feedback on these aspects, while teachers felt that language use, organization, and content were students' major problem. At the same time, they wanted students to improve on all writing aspects.

In terms of medium of language, students wanted to give peer feedback in Thai, while teachers wanted students to give peer feedback in English.

In terms of evaluation, students preferred pair and group discussion as part of evaluation methods, while teachers preferred using writing tests to evaluate students. Findings in this part were used to select content, design the course, and develop materials that corresponded to the goal and objectives of the course.

Part IV: Suggestions for the development of an English essay writing course for EIC students

This part of the questionnaire involved additional suggestions for the development of the course. It was an open-ended question. Thus, participants expressed their opinions freely. Note that only eight students and two teachers answered this section and most of their answers were similar, thus similar answers were grouped together under the same topic area and reported as follows:

1. EIC students' suggestions for the development of an English essay writing course

The first topic area were suggestions regarding teacher support, some suggestions by students were for teachers not to put too much pressure on students because they were afraid to ask questions and putting pressure on students may cause students to be unable to generate ideas. Teachers should make the lessons fun.

Teachers should also explain each step clearly before moving on to the next topic. Teachers should focus more on language use and vocabulary because these were their major problems in writing.

Moreover, when providing feedback, teachers should give clear and specific feedback that helped them solve their writing problems such as language use and vocabulary.

As for the exercises, students thought that exercises should not be difficult. Teachers should not assign too much work as they revealed that they could not finish their work in a given time.

2. English teaching staff

There were two teachers provided additional suggestions in this part. Their answers were related to exercises and activities. They suggested that activities and evaluation methods should match with the course objectives. Teachers may also provide extra exercises other than those in the lessons because this will help the students have more practice.

The other teacher suggested that teachers might use Facebook or Blog to motivate students to do exercises and activities. This can stimulate students to improve their work.

Table 4.10 shows suggestions given by the students and teachers.

Table 4.10: Suggestions given by the students and teachers

Areas of suggestions	Students' suggestions	Teachers' suggestions
Teacher support	- The teacher should explain clearly and teach with fun. The teacher should not use harsh words. (Student #17) - The teacher should teach without pressure and with no stress. The students may not be brave enough to ask. (Student #26)	- Teachers should encourage students to see their progress and know about their own or their peer's work. (Teacher #1)
Exercises/activities/content	- Essay writing is difficult, so the content should be clear and easy to follow. The exercises should also focus more on the language use, e.g. tense. (Student #13) - Sometimes, there is too much work to do and the students cannot revise the work within the given time. It will be better if the teacher assigns tasks every other week. (Student #16)	- The teacher might ask the students to rank 5 best essay assignments on Facebook or Blog to stimulate them to do the tasks. Many students enjoy doing tasks on the Internet. (Teacher #1) - The teacher should provide additional exercises other than those in the lessons to have the students practice more. (Teacher #2)
Feedback	- The teacher should focus more on language use and vocabulary. (Student #17) The teacher should help those who are poor by indicating errors clearly, specifically, and how to correct such errors. (Student #18)	N/A
Evaluation	N/A	- The teacher should use evaluation methods that match the course objectives. (Teacher #2)

To conclude, the analysis of this part showed that participants needed an English essay writing course to be provided with teacher support which is stress free and fun; exercises should not be too difficult and they should cover major problems that students have such as language use and vocabulary. It is suggested that the feedback given should be clear and specific and that teachers should encourage students to see their progress. These suggestions will be implemented together with other points derived from the questionnaires to develop the course.

4.1.2 Interview protocol

The interview was conducted to obtain in-depth information beyond the data from the questionnaires probing into the same aspects of writing problems, feedback/questions, self-monitoring strategy, and peer feedback strategy allowing the participants to elaborate and clarify their answers in the questionnaires. Thus, the interviews questions were the same. The interview was conducted with two groups of participants including nine EIC students and three English teaching staff. The data obtained from this process were used to develop the course in terms of content, exercises, materials, and pre-test/post-test. Similar answers were grouped under the same areas: 1) problem areas in essay writing, 2) the process of writing, 3) the importance and difficulty of each genre, 4) expected/given feedback, 5) reading critically, 6) checking own work, 7) being more critical, 8) asking questions about own work, 9) pair work, 10) reading/reviewing peers' work, 11) giving peer feedback, and 12) receiving specific peer feedback related to the problems. The results from the interview are as follows.

1.1 Problem areas in essay writing

The problem areas in essay writing that students reported were language use, vocabulary, and content. All of them mentioned that they were not sure about the correct grammar.

Students mentioned that revising/editing during the process of writing was the most problematic as they did not know the correct forms of grammar. In the meantime, outlining and drafting were problematic as well because they did not have sufficient vocabulary, i.e., word choice. Thus, it is quite difficult for them to generate and organize their ideas. Data obtained under this heading was used to design exercises and

materials used in this course to help students practice more on grammar, vocabulary, and content.

On the other hand, teachers thought that language use, content, and organization were the most problematic to the students. Because of this, students tended to have problems when they revised and edited their work.

1.2 The process of writing

Students mostly follow the writing process, however, for most of the students, the outlining and drafting stages (first draft) are done in Thai and later translated into English. Only two of them outline and draft directly in English. Thus, this would help the researcher organize the course to fit the timeframe for the students to practice and write because many of them spend too much time translating from Thai into English.

For teachers, on the other hand, they mentioned that students knew how to perform each stage, but did not really follow the process of writing effectively. This means, some students skipped the outlining stage and wrote only drafts, and they did not revise or edit their work before submitting their work. Thus, the process of writing should be promoted in this course.

1.3 The importance and difficulty of each genre

Students reported that expository, descriptive, and narrative essays were the most important genres for their future. However, these genres are difficult, especially expository and descriptive.

On the other hand, teachers reported that all genres were important for the students' future, but expository, narrative, and descriptive should be promoted in the essay writing course as the other two genres (argumentative and reports) were in separated courses. Moreover, expository tended to be the most difficult genre for the students. It was important to emphasize this genre.

Data obtained under this heading was used to design the course content, exercises, and materials focusing on expository, descriptive, and narrative essays.

1.4 Expected/given feedback

Students expected to get feedback from teachers, wanting teachers to give them feedback on all aspects (content, organization, vocabulary, language use, and mechanics), but focusing more on language use, vocabulary, and content. They believed

that they would write better when they got feedback on language use, vocabulary, and content.

For teachers, they mentioned that they provided feedback most on language use, vocabulary, and content to students. They found that these aspects were the most problematic to the students so they tended to give feedback on these aspects more than other aspects.

Data under this heading was used to design exercises and materials to provide students with opportunities to practice giving feedback on all aspects, especially on language use, vocabulary, and content.

1.5 Reading critically

This part was aimed at finding out whether students read critically. If they did not read critically, it should be promoted in this course. Based on the students' answers, two students reported that they read critically. This meant, they read more than one time starting by skimming and scanning. Then they read for more details by evaluating and analyzing the texts looking for main ideas, thesis statements, and supporting ideas.

On the other hand, seven students reported that they did not read critically. They only read to understand basic ideas of the texts as reading critically was difficult for them.

For teachers, two of them disclosed that students did not read critically. They mentioned that they only skimmed and scanned the texts. On the other hand, one of the teachers reported that students read critically because she taught them to do so. Thus, it was important to make sure students were encouraged to read more critically in this course.

1.6 Checking own work

This part was aimed at finding out whether students checked their own work. If they did, how did they check? What aspects did they check? Or if they did not, they should be encouraged to do so effectively. Regarding their answers, seven students reported that they slightly checked their own work because they thought it was difficult for them. They basically read their own work and asked their friends to check their work as well. They normally checked on spellings, mechanics, and some basic verb tenses.

On the other hand, two students did not check their own work at all. They revealed that it was difficult for them and the teacher would give feedback after all. They could check and revise their work based on the teacher feedback.

Regarding teachers' answers, two of them revealed that students checked their own work. They mentioned that students did this by reading their work, highlighting, checking, and underlining their work. However, they reported that students might not be able to see as many errors as their peers or other people could see. They might feel confident about their work and thought that their work was nearly perfect.

On the other hand, one of the teachers reported that students did not check their work. Thus, it is important to encourage students to practice checking their own work.

1.7 Being more critical

All of the students reported that if they could be more critical, they would be able to write better.

Similarly, all of the teachers thought that if students were more critical, they would write better. They would be aware of what they were doing. Thus, data obtained in this part would help the researcher design exercises that promote critical reading in this course.

1.8 Asking questions about own work

This part was aimed at finding out what aspect(s) students would like to question most about their own work, what language they preferred to use when questioning their own work and why. It was found that students would like to question about content most as they thought this was the core element of writing. They revealed that if readers understood the content, they would be able to tell the ideas of the story. They would also understand the whole picture of the text.

In terms of medium of language, four of them wanted to question in Thai because they thought it would be easier to communicate and understand the questions. On the contrary, five of them preferred to question in English because they wanted to practice English.

On the other hand, all of the teachers would like students to questions about their work in all aspects (content, organization, vocabulary, language use, and mechanics) because these aspects could help them produce quality work. Two of them

would like students to ask questions in Thai, while the other one would prefer students to ask questions in English.

1.9 Pair work

This part was aimed at finding out whether pair work should be promoted in this course. Based on the results of this part, all of the students were happy and comfortable to work in pairs and learn from each other.

Similarly, all of the teachers reported that it was good to promote pair work in this course because this would help students learn from each other.

1.10 Reading/reviewing peers' work

This part was to find out whether the students were comfortable reading and reviewing their peers' work. If they are uncomfortable, how to make them feel more comfortable doing that? According to the data collected, students did not feel comfortable if they had to read and review their peers' work because they were afraid they might make their peers lose face. Also, they stated that they were afraid they might review inaccurately unless they were trained to do so. To make them feel comfortable reading and reviewing their peers' work, all of the students preferred to choose their own partners because they would be more open to share and accept comments with their close friends.

For teachers, on the other hand, they thought students were comfortable reading and reviewing their peers' work. However, two of them did not feel comfortable pairing students. They reported that it would be better for students to decide whom they wanted to pair with, while one of the teachers preferred to choose students to work together. Thus, data suggested that choosing own counterparts should be promoted in this course.

1.11 Giving peer feedback

Findings revealed that most of the students preferred to give peer feedback in Thai because they it would be easier to communicate in their native tongue. They would like to give feedback more on content as they thought it was important and easier than giving feedback on language use.

One the other hand, two of them preferred to give feedback in English as they thought it could be a chance for them to practice English.

For teachers, they reported that students should give peer feedback in all aspects, but focusing more on content, organization, vocabulary, and language use. All

of them reported that students should give peer feedback in Thai because it would be easier to understand.

1.12 Receiving specific peer feedback related to the problems

According to the data, all of the students indicated that they would write better if they could receive specific feedback related to their problems. They believed that they could revise their work according to the specific feedback that directly addressed their questions. They would know specific errors that they could fix and tended not to make such errors in the future again.

In addition, they wanted their peers to provide additional feedback. They thought this was also important because sometimes they could not see their own writing mistakes. On the other hand, their friends might be able to, and could give more feedback on other aspects that could help them write better as well.

Regarding teachers' answers, two of them reported that students' writing could be improved if they received specific feedback because students could revise their work directly to the points that concerned their problems. However, they mentioned that the feedback must be correct as well. On the other hand, one of the teachers was not sure if students would be able to write better even with peer feedback given. However, students might feel positive about the feedback motivating them to revise their work and continue their writing. Table 4.11 on the following pages shows some of the students' and teachers' answers.

Table 4.11: Answers given by the students and teachers

Headings	Students' answers	Teachers' answers
Problem areas	- Language use is a problem for me because I'm not sure if it is the right structure to use in the sentence. (Student #9 – High)	- Language use is the most problematic to the students. I have been teaching several writing courses and I have found that language use is always a problem. No matter how much we try to fix this problem, it always occurs. It is like their nature. I conducted a classroom research in the essay writing course last semester and I found that the students had problems in language use. This is something they cannot control and are not aware of. (Teacher #3 – More than ten years of teaching experience)
Writing process (How students write)	- First I will outline and write my first draft in Thai. Then I will translate the sentences into English. Later, I will check my work before submitting. (Student #2 – Low)	- The students do not really revise and edit their work because they do not know how to do that. Although they get teacher feedback, they still do not follow the feedback to revise their work. (Teacher #2 – Less than five years of teaching experience) - As for the process of writing, they have problems too, but they still understand and know the process. (Teacher #3 – More than ten years of teaching experience)
Essay genres	- Descriptive and expository essays are important genres to me because I think these genres are important when I have to work in the future. I may have to write to explain or describe about something to people in the meeting. If I can't do that well, they may not understand me. (Student #9 – High)	- All genres are important because we do not know for sure what the students will do in the future. However, it is also important to follow the curriculum. Argumentative essays and reports are in separated courses. I think it is a good idea to focus more on the first three genres. (Teacher #1 – Between six and ten years of teaching experience)

Table 4.11: Answers given by the students and teachers (continued)

Headings	Students' answers	Teachers' answers
Expected and given feedback	- I want feedback on language use, vocabulary, and content because I don't know the vocabulary and the sentence structure. I want the teacher to give more feedback on these aspects. (Student #3 – Intermediate)	- I give feedback on content, vocabulary, and language use most. These aspects are their problems. For mechanics, the students also have problems, but this is not a serious aspect. (Teacher #3 – More than ten years of teaching experience)
Critical reading (How students read)	- I usually read more than one time. I start to read the text roughly for the first time and then I read it again to get more details. I also look for main idea of the text, thesis statement, and supporting ideas. (Student #5 – Intermediate) - I don't read critically. I just read to understand the texts. That's all. It's difficult to read and evaluate the texts, but if I have been trained to do so I believe I can do it. (Student #6 – Low)	- The students do not read critically. They just skim the texts. They translate every word. They cannot evaluate the texts. When they see long texts, they feel discouraged and do not want to read. (Teacher #2 – Less than five years of teaching experience) - Yes, the students read critically because they have to analyze reading models. They have to find parts and elements of the essays and they can do that. I think if they can do this it means that they can read critically. (Teacher #3 – More than ten years of teaching experience)
Checking their own work	- I check my own work on spellings and mechanics. I think it's difficult to check my work because sometimes I can't see my errors. I need some guidelines. (Student #4 – High) - I don't really check my own work because I think everything is correct. One more thing, the teacher will give feedback anyway and I can check and revise my work after I get the feedback from the teacher. (Student #1 – Low)	- They do not really check their own work. I can observe this by giving self-checklists to them. They only check in the box without looking at their work at all. However, I can see that the students normally discuss about their work with their peers. They seem to prefer discussing with their peers rather than working alone. (Teacher #2 – Less than five years of teaching experience)

Table 4.11: Answers given by the students and teachers (continued)

Headings	Students' answers	Teachers' answers
Being critical (Beliefs)	- If I am more critical, I think I can write better because I can think well. I can see more points to write. (Student #2 – Low) - I can write better if I am more critical. For example, when I looked at my previous writing I asked myself why I wrote like that. If I were more critical, I would think deeper and try to write it in a better way. (Student #4 – High)	- I think if the students are more critical, they will write better. They will see things deeper. This means, they will write with more angles, not just one angle. (Teacher #1 – Between six and ten years of teaching experience)
Asking questions about their own work	- I want to ask questions about the content whether or not the readers can understand my content. If my content is clear, the readers will understand my story. I think this is important. (Student #3 – Intermediate) - I want to ask questions about my own work in Thai because I can understand better than asking questions in English. (Student #2 – Low) - I want to ask questions about my own work in English because we study English. We can practice English at the same time. (Student #8 – Intermediate)	- I would like the students to ask questions about their work in all aspects. However, they should ask good questions too. This means, they should evaluate their work before asking. They may start by asking "why" and "how" so that they can get the feedback that really helps them to improve their work. To ask questions, I want them to do that in Thai because it will not put too much pressure on the students. (Teacher #2 – Less than five years of teaching experience)

Table 4.11: Answers given by the students and teachers (continued)

Headings	Students' answers	Teachers' answers
Pair work	- I feel comfortable working in pairs because it is important to have someone to help me and I can help my friends too. We can help each other check our work. (Student #9 – High)	- I don't feel comfortable if I have to choose the students to work in pairs because I feel that I limit their rights to choose. They should be able to decide whom to work with. Sometimes we may not know if they students have conflict with each other and then we assign them to work together, they may feel uncomfortable working together. In that case, pair work may not be beneficial. (Teacher #1 – Between six and ten years of teaching experience) - The teacher can pair the students with different proficiency levels. The better ones can help the poorer ones. If the students choose their own pairs, they may pair with the same ability (e.g., poor and poor), so there will not be any learning progress. (Teacher #3 – More than ten years of teaching experience)
Reviewing peers' work	- I feel uncomfortable reading and reviewing my peers' work. I'm afraid my friends get angry. However, if I can choose my own peer to work in pairs, I will feel more comfortable to do so. (Student #6 – Low)	- I think the students feel comfortable reading and reviewing their peers' work, but they have to choose their own peers to work with. The students may feel bad to negatively review their peers' work if they do not know each other well. (Teacher #2 – Less than five years of teaching experience)

Table 4.11: Answers given by the students and teachers (continued)

Headings	Students' answers	Teachers' answers
Giving and receiving specific feedback (Outcome)	- I want to give feedback in Thai so that my friends can understand the feedback easier. I also want to give feedback on content because sometimes my friends do not write and focus on key points. Instead, they focus on minor points that do not communicate well in their work. The readers may not understand their work. (Student #6 – Low) - I want to give feedback in English because I can practice my writing in English and my friends can practice their reading through the feedback in English as well. (Student #5 – Intermediate) - I think I can write better if I receive specific peer feedback. However, additional feedback is also important. Sometimes, I can't see the problems in my writing, but my friends can see them. They can give me more feedback on other aspects and this may help me write better. The problem is that if I just ask one question, they may only answer to that question so I may not get other useful feedback. (Student #5 – Intermediate) - I think my work will be better if I receive specific feedback related to my concerns. I will feel good if I can ask questions related to my work and my friends answer to those questions. I feel that the ideas are still mine. (Student #9 – High)	- I would like the students to give peer feedback in terms of structure in general. However, this depends on their proficiency. For more advanced students, they may give feedback on structure, but for those who are poorer, they may give feedback on content and organization. In terms of language use, it's better to do that in Thai because the purpose of giving feedback is to understand it. The students do not have to feel pressured and they can really benefit from the feedback. I also think they can write better if they receive specific peer feedback related to their problems, but the feedback must be correct too. (Teacher #3 – More than ten years of teaching experience)

To conclude, findings from the interviews suggested that although students viewed process of writing, critical reading, and checking own work as important

elements in helping them improve their writing, they did not actually participate in such tasks. Thus, these elements will be incorporated into the course.

To end this part, the results from the needs analysis can be summarized as follows:

Findings from the questionnaire

From questionnaire Part II, general problem areas in writing that the students reported from most to least were 1) vocabulary, 2) language use, 3) content, 4) organization, and 5) mechanics, while the teachers reported that 1) language use, 2) organization, 3) content and mechanics, and 4) vocabulary were students' problems. In terms of writing process, the students reported that revising/editing was the most problematic stage, while the teachers reported that drafting/writing was most problematic to the students.

For the essay genres, the students reported that 1) expository, 2) descriptive, 3) reports, 4) argumentative, and 5) narrative were important genres to them, while the teachers reported that 1) descriptive, 2) narrative and expository, 3) argumentative, and 4) reports were important genres to the students. In terms of difficulty of essay genres, the students revealed that 1) reports, 2) argumentative, 3) narrative, 4) expository, and 5) descriptive were difficult/problematic genres to them. On the other hand, the teachers reported that 1) descriptive, expository, and argumentative, and 2) narrative and reports were problematic to the students.

As for the aspects of feedback, the students reported from most to least that feedback that they received from reviewers were on 1) language use and organization, 2) content, 3) mechanics, and 4) vocabulary, while the teachers reported from most to least that they provided feedback to students on 1) language use, 2) content and vocabulary, 3) organization, and 4) mechanics. In terms of feedback the students needed from reviewers, they revealed that they needed feedback on 1) language use, 2) vocabulary, 3) content, 4) organization, and 5) mechanics respectively. In contrast, the teachers reported that they needed students to ask questions on every aspect equally.

From questionnaire Part III, the students strongly agreed with revising process, writing their own work independently, helping each other give feedback, and reading each other's work. They also agreed with all other aspects except focusing more on content than language use, more on content than mechanics, more on organization than

language use, more on organization than vocabulary, using Thai more than English in teaching, asking questions about their own work in Thai more than in English, and teacher selecting pairs/peers for students.

For the teachers, they strongly agreed with revising process and mostly with all the aspects of the self-monitoring strategy. They also agreed with editing process, the objectives of the course, pre-writing/outlining process, drafting/writing process, asking questions about own writing in English more than in Thai, asking questions about own writing in Thai, and mostly with all the aspects of the peer feedback strategy, teaching materials, and exercises and activities except many aspects of teaching writing, especially on using Thai more than English in teaching, asking questions about own writing in Thai more than in English, teacher selecting pairs/peers for students, giving written feedback to peers in Thai more than in English, giving written feedback to peers in Thai, using commercial texts, and using pair discussions as an evaluation method.

From questionnaire Part IV, it was found that the students needed teacher support while learning. The teaching should be fun allowing them to study without pressure and stress. The exercises and feedback should also aid them to develop their skills that they were weak such as language use and vocabulary.

For the teacher, activities should arouse the students' interests. Additional exercises should also be provided to the students to practice more. Evaluation methods should match the objectives of the course.

Findings from the interview questions

Regarding the results from the interviews, most of the students did not read critically and check their own work thoroughly. In terms of reviewing peers' work, they disclosed that they did not feel comfortable doing so unless they could do that with their close partners.

For the teacher, they disclosed that the students did not follow the process of writing although they knew how to perform each stage. They also revealed that the students did not read critically unless they were given reading exercises that encouraged them to do so. In terms of pair work, it was good to promote pair work in the course to help the students learn from each other. Although the results reported by the students that they did not feel comfortable reviewing peers' work, the teachers, on the other hand, disclosed that the students would feel comfortable doing so.

In brief, the analysis of the results in this part showed that the development of an English essay writing course for EIC students is necessary. The students had problems in many aspects of writing, especially on the vocabulary, language use, and content. They also needed specific feedback that could help them improve their writing. Therefore, self-monitoring and peer feedback can be effective strategies that fulfill the course as well as cater to the students' and teachers' needs. The strategies provide not only the chance for the students to improve their writing, but also answer more directly to what the students really want by allowing them to work collaboratively. The following part shows how to develop the course based on the results of the needs analysis phase using the self-monitoring and peer feedback strategies (SMPFS).

4.2 Development of an English essay writing based on the SMPFS

Research question 2: How can an English essay writing course based on the self-monitoring and peer feedback strategies (SMPFS) be developed to enhance the English essay writing performance of English for International Communication students?

The course development process suggested by Graves (2000) was employed in order to answer this research question. As the first four steps (i.e., defining the content, articulating the beliefs, conceptualizing content, and assessing needs) were already conducted in Chapter 3 and the results of the needs analysis were reported earlier, the remaining steps were how the results from the needs analysis were used to develop the English essay writing course based on the SMPFS.

4.2.1 Formulating goal and objectives

Data from the questionnaire and interviews revealed that almost every element was important for both the teacher and students and warranted inclusion in the tailor made course, especially that writing be taught as a process; the five aspects of writing be given equal attention it deserved, that critical reading and independent and collaborative learning be incorporated. This was because it is believed that these elements would assist the students to improve their writing. Hence, these core elements were used to formulate goal and objectives of the course.

The goal and objectives of the course were also formulated to correspond to the course description of the existing English essay writing course of the third-year

undergraduate EIC students at Rajamagala University Technology Isan, Khon Kaen Campus.

The course description of the existing course read, "the components and types of essay; a process of writing; write different types of essay." However, the course description did not provide clear or specific information on what genres the students needed to study. Although the results of the needs analysis indicated that report was also important to their future and reports and argumentative essays were found to be problematic to them, these two genres could not precede other genres due to the difficulty level of these genres themselves and they were also set as different courses that the students had to take when they were in fourth year. Thus, these two genres were not included in this study. So, based on the results of the needs analysis, the expository and descriptive essays were the most needed genres for students' future and so were included in this course. In addition, vocabulary, language use, and content were main problem area where students expected to receive feedback from reviewers. Based on the results of the needs analysis, the goal and objectives of the developed course were set as follows:

Goal. By the end of the course, students will be able to write three genres of essay: narrative, descriptive, and expository as a process, using appropriate language and content.

Objective 1. Student will be able to identify types of essays and components of essay writing.

Objective 2. Students will be able to write narrative essays using appropriate content and language.

Objective 3. Students will be able to write descriptive essays using appropriate content and language.

Objective 4. Students will be able to write expository essays using appropriate content and language.

Objective 5. Students will be able to self-monitor (annotate) their own work and provide peer feedback that responds to the annotations to improve their own work.

As the course objectives emphasized what was mentioned above, the course contents, materials, activities, and assessment must match the objectives. However, video clips were not added as part of the material used since no relevant video clips

were found helpful. The following shows brief details of what the course contents, materials, activities, and assessment comprised of.

Course contents

- The process of writing

- Essay genres (narrative, descriptive, and expository)

Materials

- Tailor-made textbook (including worksheets/exercises, checklists, examples of annotations and peer feedback)

- PowerPoint Presentations

Activities

- Reading and individual writing

- Self-monitoring and peer feedback

- Pair/small group/whole class discussion

- Writing logs

Assessment

- Formative assessment (drafts)

- Summative assessment (pre-test and post-test)

Details of how the course contents were selected are explained in detail below.

4.2.2 Selecting the contents

Because the needs analysis indicated that in addition to the genres, the process of writing, especially the revising and editing stage was a difficult task for the students therefore, the training and providing students with practice on self-monitoring or annotating and giving peer feedback on both local (i.e., vocabulary, language use, and mechanics) and global (i.e., content and organization) problem areas were included in the course. Content included going through the process of writing together with reading and writing exercises/activities of narrative, descriptive, and expository essays in the tailor-made textbook. The content areas were divided into four main parts as follows:

1. The introduction of the essay

This part was to fulfill the first course objective. The contents in the introduction part were designed to mainly facilitate and train the students to read and identify essay types, components, and errors in the essays. The students developed their critical reading skills and scaffolded their knowledge through reading and identifying problems

found in narrative, descriptive, and expository essays. By doing this, the students were encouraged to self-monitor and provide peer feedback using checklists and annotation and peer feedback examples. The process of writing was also introduced to the students to help them understand and perform the tasks step-by-step. Details of the introduction of the essay can be summarized and illustrated in Table 4.12.

Table 4.12: A summary of the contents and activities in introduction of the essay

Week	Contents	Activities	Materials
1	- Essay types - Essay models	- Teach and discuss - Pre-test - Read and identify types and parts of the essays	- Pre-test - Worksheet 1
2	- The writing process	- Teach and discuss - Read and identify problem areas of the essays	- Worksheet 2 - Checklists
3	- Model of the writing process	- Teach and discuss - Read and identify problem areas of the essays - Give peer feedback	- Worksheet 3 - Annotation & peer feedback examples
4	- Model of the writing process - Writing an introduction	- Teach and discuss - Read and identify hook and thesis statement - Make annotations and give peer feedback	- Worksheet 4 - Checklists - Annotation & peer feedback examples

2. The process of writing

This part was to fulfill objectives 2-5. The contents of the process of writing were designed to teach and practice the students to learn the process of writing to write narrative, descriptive, and expository essays. Through the process of writing, the students learned to write their essays step-by-step starting with pre-writing/outlining, drafting/writing, and revising/editing respectively. Along with the process writing instruction, the students were also encouraged to self-monitor and provide peer feedback through learning exercises as well as their own work. Details of the process of writing can be summarized and shown in Table 4.13.

Table 4.13: A summary of the contents and activities in the process of writing

Week	Contents	Activities	Materials
5	- Writing a conclusion - Narrative essays - Using the writing process	- Read an identify problems in the essay - Make annotations and give peer feedback (exercise) - Teach and discuss - Write a narrative essay - Make annotations and give peer feedback (own essay)	- Worksheet 5 - Checklists - Annotation & peer feedback examples
6	- Using the writing process	- Read an identify problems in the essay - Make annotations and give peer feedback (exercise) - Teach and discuss - Revise the narrative essay - Make annotations and give peer feedback (own essay)	- Worksheet 5 - Worksheet 6 - Checklists - Annotation & peer feedback examples
7	- Using the writing process	- Read and revise the essay (exercise) - Teach and discuss - Revise and submit final drafts (own essay)	- Worksheet 5 - Worksheet 7 - Checklists - Annotation & peer feedback examples

Table 4.13: A summary of the contents and activities in the process of writing (continued)

Week	Contents	Activities	Materials
8	- Descriptive essays - Using the writing process	- Read an identify problems in the essay - Make annotations and give peer feedback (exercise) - Teach and discuss - Write a descriptive essay - Make annotations and give peer feedback (own essay)	- Worksheet 8 - Checklists - Annotation & peer feedback examples
9	- Using the writing process	- Read an identify problems in the essay - Make annotations and give peer feedback (exercise) - Teach and discuss - Revise the descriptive essay - Make annotations and give peer feedback (own essay)	- Worksheet 8 - Worksheet 9 - Checklists - Annotation & peer feedback examples
10	- Using the writing process	- Read and revise the essay (exercise) - Teach and discuss - Revise and submit final drafts (own essay)	- Worksheet 8 - Worksheet 10 - Checklists - Annotation & peer feedback examples
11	- Expository essays - Using the writing process	- Read an identify problems in the essay - Make annotations and give peer feedback (exercise) - Teach and discuss - Write an expository essay - Make annotations and give peer feedback (own essay)	- Worksheet 11 - Checklists - Annotation & peer feedback examples

Table 4.13: A summary of the contents and activities in the process of writing (continued)

Week	Contents	Activities	Materials
12	- Using the writing process	- Read an identify problems in the essay - Make annotations and give peer feedback (exercise) - Teach and discuss - Revise the expository essay - Make annotations and give peer feedback (own essay)	- Worksheet 11 - Worksheet 12 - Checklists - Annotation & peer feedback examples
13	- Using the writing process	- Read and revise the essay (exercise) - Teach and discuss - Revise and submit final drafts (own essay)	- Worksheet 11 - Worksheet 13 - Checklists - Annotation & peer feedback examples
14	- Summarization and revision	- Review and discuss - Attitude questionnaire and Post-test	- Post-test
15	-	- Interview	- Interview questions

3. The essay genres

This part was also to fulfill objectives 2-5. The contents of the three genres were designed to encourage the students to follow the process of writing. Each genre of essay was taught to the students for three weeks (nine hours). Thus, they would be nine weeks to cover the teaching of the three genres starting from week 5 to week 13. The students were able to develop their essay writing skills as a process as well as the ability to self-monitor and provide peer feedback week by week. Brief details of the three genres of essay can be seen in the previous part (The process of writing). The following are examples of the contents of the three genres that were used during the Introduction.

A. Narrative

Narrative essay refers to telling a story, experience, or writing a short story, based on either fact or fiction or a combination of both (Winterowd & Murray, 1985).

Directions: Discuss the following part of a narrative essay.

Example

The beginnings of English dictionaries date from 1604 when the first "hand-word dictionary" was published. It contained fewer than 3000 difficult words, which were explained by easier ones. An important principle was introduced by listing words in alphabetical order (A-Z).

The first major dictionary was the Universal Etymological English Dictionary by Nathaniel Bailey, which was published in 1721. (Etymology is the study of the origin and history of words and their meanings.) This one volume contained abc 40,000 words. Taken from: Jordan, R.R. (1999). *Academic Writing Course: Study Skills in English.* 3rd ed. Essex: Pearson Education Limited.

B. Descriptive

Descriptive essay refers to describing the characteristics of a person, place, or thing. Writers can put more artistic and creative ideas in their writing (Winterowd & Murray, 1985).

Directions: Discuss the following part of a descriptive essay.

Example

Niagara Falls, a popular destination for thousands of visitors each year, is a beautiful place. When you stand at the edge and look down at the 188 feet of white waterfalls, you feel amazed at the power of nature. The tree-lined river that leads into the falls is fast moving, pouring over the edge of the falls and crashing to the bottom in a loud roar. If you want to experience the falls close up, go for a boat ride. You'll come near enough to look up at the roaring streams of water flowing over the edge and feel the cool mist that rises as the water hits the rocks below. Seeing Niagara Falls is an unforgettable experience!

Taken from: Zemach, D.E., & Rumisek, L.A. (2003). *Writing: From paragraph to essay.* Thailand: Macmillan.

C. Expository

Expository essay refers to writing to inform or explain. It tells information explaining through the use of facts, ideas, or examples (Winterowd & Murray, 1985).

Directions: Discuss the following part of an expository essay.

Example

Studying abroad has definite benefits for a student. Studying in another country can be an exciting experience because everything seems new and different. The challenge of living in a new environment can give you courage and self-confidence, too. If you want to learn another language, living abroad is a great way to do that because you can read magazines or newspapers, watch television programs, or make friends with people who are native speakers.

Another good reason to live abroad is to learn more about another culture. Living in another country helps you learn a new and different culture that…

Adapted from: Zemach, D.E., & Rumisek, L.A. (2003). *Writing: From paragraph to essay.* Thailand: Macmillan.

4. The exercises

This exercises were designed to fulfill all course objectives. The exercises (worksheet 1-13) were designed to train and encourage the students to self-monitor and provide peer feedback based on the three genres of essay mentioned earlier. The exercises allowed the students to write essays, practice identifying problems in the essays, discuss with the teacher and peers, make annotations, and provide peer feedback on both global and local aspects, i.e., content, organization, vocabulary, language use, and mechanics. Based on the needs analysis results, most exercises were tailor-made and selected randomly from the students who took the English essay writing course in the past academic years. By selecting pieces of writing from the students who took the course in the past academic years and developing the exercises based more on local contexts, it catered to the students' needs and could help the students relate their background knowledge to the contents in the exercises better. The following are examples of the exercises of the three genres that were used during the Modeling stage.

A. Narrative

Practice: Worksheet 5 (Narrative essay)

Directions: (The teacher demonstrates how to annotate and give peer feedback.)

1. Suppose the following essay is your 1st draft, read it critically (skim, scan, and evaluate).

2. Find problems in the essay on <u>content and organization</u>.

3. Make annotations based on the problems that you have found.

4. Exchange the annotated essay with your paired peer to provide feedback to your peer responding to the annotations. Write your feedback with <u>red ink</u>.

My best friend

Do you have friend? I have a friend. I love my friends. It is importance to have a friend but best friend is not a easy to make. I have a best friend. name is satang. He is come from Roi et province. He is good friend. I can tell him many thing about me.

Satang born in 1995. He is 20 years old now. When he young he lived with parents and brothers. He has two brothers. They are older. Her mother want him to be a teacher but satang not like. He want to be a doctor because he study very good. He want to help people and have a lot of money.

Satang moved to Khonkaen province and study in KKU. He study a doctor. He like to study doctor very much. When he young he dressed like a doctor and played to check me. He told me he want to be a doctor because he can help people and his parents when they sick.

He wants to have a lot of money from a doctor. A doctor can make a lot of money. When he study a doctor, he can make money and give to thier parents. He want to buy many thing to parents and make him happy. They don't have to work hard again. They can have a good life.

In short, satang is my best friend. He is a good friend and have good heart. I believe he can be good doctor that helping many people and make a lot of money to parents.

Adapted from: Spencer, M.C., & Arbon, B. (1996). *Foundation of Writing: Developing Research and Academic Writing Skills.* Illinois: NTC Publishing Group.

B. Descriptive

Practice: Worksheet 8 (Descriptive essay)

<u>Directions</u>: (The teacher demonstrates how to annotate and give peer feedback.)

1. Suppose the following essay is your 1st draft, read it critically (skim, scan, and evaluate).

2. Find problems in the essay on <u>content and organization</u>.

3. Make annotations based on the problems that you have found.

4. Exchange the annotated essay with your paired peer to provide feedback to your peer responding to the annotations. Write your feedback with <u>red ink</u>.

My most favorite place

What is my most favorite place to go? I think everyone have my most favorite place that they like. My most favorite place to go is small coffeeshop is call Chacha coffeeshop. It is not far from home. About 5 miniute. I like to go to drinking coffee and relax.

Chacha coffeeshop on sirchan road in khonkaen province. I like to go a lot with my friend. I go there with my motobike. It is about 5 miniute to go there from Rajamangala university of technology isan khon kaen campus. It is not big coffeeshop but when you see you want to go inside. In front of it has two doors and three widows on up the door. A window have a colorful flowers. Inside you will see many small tables. Even though it isn't big place, it very lovely and comfortable. I like to going to relax.

It has very good coffee. I like to drinking coffee there so much. I like to drinking ice coffee latte. It is very good. I always like to sit and drink at a small table in the corner near the front windows. I can look at the pictures on the walls and at the pretty green plants hanging from the ceiling. I can read a book and drinking coffee. I feel very happy and relax in my most favorite coffeeshop.

This coffeeshop is my most favorite place. I like to go a lot. I can drink coffee and relax and read a book. I think I will go again today.

Adapted from: Zemach, D.E., & Rumisek, L.A. (2003). *Writing: From paragraph to essay.* Thailand: Macmillan.

C. Expository

Practice: Worksheet 11 (Expository essay)

<u>Directions</u>: (The teacher demonstrates how to annotate and give peer feedback.)

1. Suppose the following essay is your 1st draft, read it critically (skim, scan, and evaluate).

2. Find problems in the essay on <u>content and organization</u>.

3. Make annotations based on the problems that you have found.

4. Exchange the annotated essay with your paired peer to provide feedback to your peer responding to the annotations. Write your feedback with <u>red ink</u>.

The importance of learning English

English subject is more importance for every people and student because English is a importance Part of our life and dairy day for communicate to people that different country

Many people or student more interesting in English for thier learning to impove thier experience and knowledge. English subject is importance for learning and we must to learn it because it is useful for student love English language that can use it in future or English language is the most popular language that many country use it for communicate or we can call it's "International"

In fact, many school both Thailand or other have English language to teach their student begin high school untill university or more and more. However, English language is importance of learning for everybody and student should learn it because in persent our world is modren and have many techology so we must to learn English for we can communicate and apply to use in our life.

There are several idea to share that importance of learning English. Although English language is difficute to understand or difficute to study. But we can learning it from many way both at school or Internet and the most important we have love in English it make we can learn it well.

Written by a female third-year EIC student at Rajamangala University of Technology Isan, Khon Kaen Campus on November 1, 2011.

4.2.3 Organizing the course

The course was organized according to topics and lessons throughout the 15-week course of study. It was organized as follows:

Week 1: Introduction of the course

Week 2-4: The process of writing and the self-monitoring and peer feedback strategies

Week 5-7: The process of writing and narrative essay writing

Week 8-10: The process of writing and descriptive essay writing

Week 11-13: The process of writing and expository essay writing

Week 14: Course summarization

Week 15: Revision

The researcher also adapted the six stages of teaching essay writing strategies proposed by Mason (2008) into four stages, namely, introduction, modeling, internalization, and independent performance. These stages were used as basis of designing each lesson plan. Description of lesson plans is explained in the following section (Developing materials). Table 4.14 shows how the researcher adapted Mason's (2008) linear teaching stages.

Table 4.14: Mason's (2008) stages of teaching essay writing strategies as adapted by the researcher

Mason (2008)	The researcher
1. Developing pre-skills	1. Introduction
2. Discussing the strategy	
3. Modeling	2. Modeling
4. Memorization	3. Internalization
5. Guided practice	
6. Independent performance	4. Independent performance

Referring to Table 4.14, the researcher integrated key components: critical reading, self-monitoring, providing peer feedback, and the process writing within all the researcher's stages of teaching. Details of how the course was organized within each teaching stage can be seen in Table 4.15 (Implementation of the lesson plans) in the following section (Developing materials).

4.2.4 Developing materials

The course materials were developed based on the needs analysis results. Description of course materials is described below.

4.2.4.1 Description of course materials (Appendix C)

The course materials were designed to use in accompany with the tailor-made textbook and the PowerPoint presentations to help the students scaffold their knowledge in self-monitoring and providing peer feedback to improve their writing. Although the results suggested that VDO clips should be used as well, the researcher could not include them in the study due to time constraint and the nature of the course itself.

To develop the course materials including worksheets, self-monitoring and peer feedback checklists, examples of annotations and peer feedback, analytical rating scale, and annotation and peer feedback rating scales, the researcher followed the goal and objectives of the course to help the students be able to write the three genres of essay using appropriate language and content.

Worksheets were designed to facilitate and scaffold the students' reading, writing, annotating, and peer reviewing skills.

Self-monitoring and peer feedback checklists were designed to prepare the students and provide them with ideas of problem areas of all writing aspects that they needed to annotate and provide peer feedback during the training session and throughout the course of study.

Examples of annotations and peer feedback were designed to serve the students as guidelines of how to make annotations and provide peer feedback of all writing aspects on different levels of quality. These examples were used to accompany the self-monitoring and peer feedback checklists to assist the students during the training session and throughout the course of study.

Analytical rating scale was adapted from Jacobs *et al* (1981) to evaluate the students' essays, while annotation and peer feedback rating scales were developed to evaluate the students' annotations and peer feedback. Since the participants were mainly at low and intermediate levels, the course materials contained information that was not far beyond their abilities and experiences. Simply put, the course materials were developed based more on local contexts and their needs assisting them to be able to write the three genres of essay, practice reading critically, discuss and share ideas, collaborate with their peers, and self-monitor and provide peer feedback on five aspects of writing.

4.2.4.2 Description of lesson plans (Appendix D)

Lesson planning was the last stage when developing materials. To teach essay writing as a process based on the self-monitoring and peer feedback strategies, teaching essay writing strategies was required. Lesson plans were then created based on a combination of training students to read critically, to self-monitor, and to provide peer feedback, the three stages of process of writing, namely, pre-writing, drafting, and revising, and the teaching essay writing strategies proposed by Mason (2008). It

involved six steps, namely, developing pre-skills, discussing the strategy, modeling, memorization, guided practice, and independent performance. The results from the needs analysis study were used to develop the lesson plans.

Regarding the six steps of teaching essay writing strategies mentioned above, these steps were adapted to suit teaching and learning conditions (e.g., time and students' interest and motivation) and used as the core element when designing the lesson plans. Developing pre-skills and discussing the strategy were combined as the first stage in the lesson plans, namely, introduction. These two steps focused on assessing the students' prior knowledge and discussing about difficulties in writing and how to improve it. Thus, it was deemed appropriate to combine these two steps into one stage to teach and go over discussion more smoothly and continuously.

The second stage was modeling. This stage was an important part of the lesson plans as it helped the students know how to self-monitor, provide peer feedback, and write through the use of course material such as worksheets, checklists, and examples.

The third stage was internalization. This stage was a combination between memorization and guided practice. The main purpose of these two steps was to scaffold the students' knowledge with self-monitoring, peer feedback, and essay writing. It was how the students internalized their knowledge through practicing repeatedly. Hence, it could be appropriate to combine these two steps into one stage, namely, internalization to learn continuously as a process as well as reduce teaching time.

The last stage was independent performance. The students worked independently at this stage. This stage allowed the teacher to monitor how the students performed as well as see the effectiveness of the course. Table 4.15 below illustrates how each step was implemented in the lesson plans week by week.

Table 4.15: Implementation of the lesson plans

Weeks	Lessons	Activities			
		Introduction	**Modeling**	**Internalization**	**Independent performance**
1	Introduction to an English essay writing course	1. Course introduction 2. Discuss about essay writing and its types 3. Pre-test (expository essay)	1. Read an essay critically (A) – skim, scan, and evaluate the essay 2. Discuss about the essay	1. Practice with an essay (B) – its type, purpose, and parts 2. Discuss the answers	1. Identify an essay (C) independently 2. Discuss the answers 3. Conclude the lesson
2	The process of writing and the self-monitoring and peer feedback strategies (#1)	1. Review the previous lesson 2. Discuss the process of writing 3. Discuss the common issues in essay writing	1. Distribute the self-monitoring and peer feedback checklists 2. Discuss about the checklists 3. Demonstrate how to use the checklists with an essay (A)	1. Re-read the checklists 2. Read an essay critically (B) – skim, scan, and evaluate the essay 3. Discuss the essay and its problems 4. Use the checklists with the essay	1. Read an essay critically (C) – skim, scan, and evaluate the essay 2. Identify problems in the essay
3	The process of writing and the self-monitoring and peer feedback strategies (#2)	1. Review the previous lesson 2. Explain the steps in the writing process 3. Review the use of the checklists 4. Discuss the good, average, and poor annotations and peer feedback	1. Distribute the examples of good, average, and poor annotations and peer feedback 2. Discuss the examples 3. Demonstrate how to annotate and give peer feedback with an essay (A)	1. Re-read the examples 2. Read an essay critically (B) – skim, scan, and evaluate the essay 3. Discuss the essay and its problems 4. Use the examples with the essay to annotate and give peer feedback 5. Discuss the annotations and peer feedback	1. Read an essay critically (C) – skim, scan, and evaluate the essay 2. Annotate and give peer feedback from the essay

Table 4.15: Implementation of the lesson plans (continued)

Weeks	Lessons	Activities			
		Introduction	**Modeling**	**Internalization**	**Independent performance**
4	The process of writing and the self-monitoring and peer feedback strategies (#3)	1. Review the previous lesson 2. Explain the steps in the writing process and how to write an introduction 3. Review the use of the checklists and the examples of good, average, and poor annotations and peer feedback	1. Demonstrate how to annotate and give peer feedback through the use of checklists and the examples of annotations and peer feedback with an essay (A) 2. Discuss the annotations and peer feedback	1. Read an essay critically (B) – skim, scan, and evaluate the essay 2. Discuss the essay and its problems 3. Use the checklists and the examples with the essay to annotate and give peer feedback 4. Discuss the annotations and peer feedback	1. Read an essay critically (C) – skim, scan, and evaluate the essay 2. Annotate and give peer feedback from the essay
5	The process of writing and narrative essay writing (#1)	1. Review the previous lesson 2. Explain how to write a conclusion, review, and discuss about narrative essays – characteristics and purpose	1. Read an example of a narrative essay critically 2. Discuss about the essay on content and organization 3. Demonstrate how to self-monitor and give peer feedback on content and organization	1. Re-read the essay critically 2. Find more problems in the essay on content and organization 3. Practice to self-monitor and give peer feedback on content and organization with teacher's help 4. Discuss the annotations and peer feedback	1. Write 1st draft of narrative essay 2. Make annotations and give peer feedback on content and organization
6	The process of writing and narrative essay writing (#2)	1. Review the previous lesson 2. Discuss more about narrative essays.	1. Read the same narrative essay critically 2. Discuss about the essay on vocabulary, language use, and mechanics 3. Demonstrate how to self-monitor and give peer feedback on vocabulary, language use, and mechanics	1. Re-read the essay critically 2. Find more problems in the essay on vocabulary, language use, and mechanics 3. Practice to self-monitor and give peer feedback on vocabulary, language use, and mechanics with teacher's help 4. Discuss the annotations and peer feedback	1. Revise own essay (Compose 2nd draft) 2. Make annotations and give peer feedback on vocabulary, language use, and mechanics

Table 4.15: Implementation of the lesson plans (continued)

Weeks	Lessons	Activities			
		Introduction	**Modeling**	**Internalization**	**Independent performance**
7	The process of writing and narrative essay writing (#3)	1. Review the previous lesson 2. Discuss more about narrative essays.	1. Read the same narrative essay critically 2. Demonstrate how to revise the essay based on the annotations and peer feedback on content, organization, vocabulary, language use, and mechanics	1. Practice to revise the essay based on the annotations and peer feedback on content, organization, vocabulary, language use, and mechanics 2. Discuss the revised essay	1. Revise own essay (Compose final draft)
8	The process of writing and descriptive essay writing (#1)	1. Review the previous lesson 2. Review and discuss about descriptive essays – characteristics and purpose	1. Read an example of a descriptive essay critically 2. Discuss about the essay on content and organization 3. Demonstrate how to self-monitor and give peer feedback on content and organization	1. Re-read the essay critically 2. Find more problems in the essay on content and organization 3. Practice to self-monitor and give peer feedback on content and organization with teacher's help 4. Discuss the annotations and peer feedback	1. Write 1st draft of descriptive essay 2. Make annotations and give peer feedback on content and organization
9	The process of writing and descriptive essay writing (#2)	1. Review the previous lesson 2. Discuss more about descriptive essays.	1. Read the same descriptive essay critically 2. Discuss about the essay on vocabulary, language use, and mechanics 3. Demonstrate how to self-monitor and give peer feedback on vocabulary, language use, and mechanics	1. Re-read the essay critically 2. Find more problems in the essay on vocabulary, language use, and mechanics 3. Practice to self-monitor and give peer feedback on vocabulary, language use, and mechanics with teacher's help 4. Discuss the annotations and peer feedback	1. Revise the essay (Compose 2nd draft) 2. Make annotations and give peer feedback on vocabulary, language use, and mechanics

Table 4.15: Implementation of the lesson plans (continued)

Weeks	Lessons	Activities			
		Introduction	**Modeling**	**Internalization**	**Independent performance**
10	The process of writing and descriptive essay writing (#3)	1. Review the previous lesson 2. Discuss more about descriptive essays	1. Read the same descriptive essay critically 2. Demonstrate how to revise the essay based on the annotations and peer feedback on content, organization, vocabulary, language use, and mechanics	1. Practice to revise the essay based on the annotations and peer feedback on content, organization, vocabulary, language use, and mechanics 2. Discuss the revised essay	1. Revise own essay (Compose final draft)
11	The process of writing and expository essay writing (#1)	1. Review the previous lesson 2. Review and discuss about expository essays – characteristics and purpose	1. Read an example of an expository essay critically 2. Discuss about the essay on content and organization 3. Demonstrate how to self-monitor and give peer feedback on content and organization	1. Re-read the essay critically 2. Find more problems in the essay on content and organization 3. Practice to self-monitor and give peer feedback on content and organization with teacher's help 4. Discuss the annotations and peer feedback	1. Write 1st draft of expository essay 2. Make annotations and give peer feedback on content and organization
12	The process of writing and expository essay writing (#2)	1. Review the previous lesson 2. Discuss more about expository essays	1. Read the same expository essay critically 2. Discuss about the essay on vocabulary, language use, and mechanics 3. Demonstrate how to self-monitor and give peer feedback on vocabulary, language use, and mechanics	1. Re-read the essay critically 2. Find more problems in the essay on vocabulary, language use, and mechanics 3. Practice to self-monitor and give peer feedback on vocabulary, language use, and mechanics with teacher's help 4. Discuss the annotations and peer feedback	1. Revise the essay (Compose 2nd draft) 2. Make annotations and give peer feedback on vocabulary, language use, and mechanics

Table 4.15: Implementation of the lesson plans (continued)

Weeks	Lessons	Activities			
		Introduction	**Modeling**	**Internalization**	**Independent performance**
13	The process of writing and expository essay writing (#3)	1. Review the previous lesson 2. Discuss more about expository essays	1. Read the same expository essay critically 2. Demonstrate how to revise the essay based on the annotations and peer feedback on content, organization, vocabulary, language use, and mechanics	1. Practice to revise the essay based on the annotations and peer feedback on content, organization, vocabulary, language use, and mechanics 2. Discuss the revised essay	1. Revise own essay (Compose final draft)
14	Summarization	1. Course summarization	-	-	1. Post-test (expository essay)
15	Revision	-	-	-	-

4.2.5 Designing the assessment plan

The purposes of the assessment were to examine the students' progress in their writing ability throughout the course of study and to examine their writing performance after attending the course. Thus, both formative and summative assessments were used. The formative assessment involved students' drafts written based on the three essay genres, which were carried out from week 5 to 13. The summative assessment was assessed via the pre-test and post-test, which were carried out in week 1 and week 14, respectively.

4.3 Effectiveness of the developed course

Research question 3: What is the effectiveness of the English essay writing course for English for International Communication students developed based on the SMPFS?

To determine the effectiveness of the developed course, the data from the expository English essay writing pre-test and post-test were collected from the 30 students who enrolled in the English essay writing course in the first academic year 2016 (from mid-August to mid-December). The course was carried out for 15 weeks. Each week lasted three hours. The researcher was the course instructor. There were two

raters rating the students' essays. The inter-rater reliability values of the two tests were .96 and .95 respectively.

Pre-test and Post-test scores

Regarding the results of the tests as shown in Table 4.16, it was found that there was a significant difference of the mean scores (t = 8.68; p = .000). The effect size was 0.99. Hence, the means were likely very different or large when d = 0.8 (Cohen, 1988). The results suggest that the students' writing performance significantly improved after attending the course that was developed based on the SMPFS.

Table 4.16: Comparison between the English pre-test and post-test expository essay writing scores using t-test

Test	N	Mean	SD	t	Sig. (1-tailed)
Pre-test	30	43.31	9.63	8.68	.000
Post-test	30	53.35	10.62		

To further confirm the effectiveness of the developed course, the students' annotations and peer feedback from the pre-test and post-test were calculated. There were also two raters rating the students' annotations and peer feedback using the annotation and peer feedback scoring guides developed by the researcher. The inter-rater reliability values of the annotations and peer feedback from the pre-test were .90 and .91, while the values in the post-test were .94 and .96.

The results of the quality of the annotations and peer feedback also revealed significant differences in the mean scores (t = 7.53; p = .000) and (t = 3.10; p = .002) as shown in Tables 4.17 and 4.18 respectively. Values of the effect size of the annotations and peer feedback were 1.55 and 0.61 respectively.

Table 4.17: Pre-test and post-test annotation scores

Test	N	Mean	SD	t	Sig. (1-tailed)
Pre-test	30	18.70	2.18	7.53	.000
Post-test	30	24.16	4.86		

Thus, when d = 0.8 and d = 0.5, the means were high. Although the mean of peer feedback was not very high at all, it is still evident that there was a slight improvement in students' self-monitoring and peer feedback strategies after being

trained. The course developed based on the SMPFS was somewhat effective in training the students to self-monitor and provide peer feedback.

Table 4.18: Pre-test and post-test peer feedback scores

Test	N	Mean	SD	t	Sig. (1-tailed)
Pre-test	30	20.33	3.79	3.10	.002
Post-test	30	23.03	5.10		

When studying the mean scores of each proficiency level, it was found that the students' annotations and peer feedback scores did not change significantly from the pre-test to post-test. In other words, the quality of the annotations and peer feedback was not much improved in each proficiency level.

For the annotation average scores, the high proficiency students were found to annotate better on content, vocabulary, and language use with the scores of 9.54, 5.90, and 5.63 respectively. The intermediate students slightly improved in three aspects, i.e., content, organization, and vocabulary with 7.00, 5.20, and 4.30 respectively, while the language use and mechanics scores remained the same in the post-test. The scores of the low proficiency students were also slightly improved in three aspects, i.e., content, organization, and mechanics with 7.22, 5.66, and 1.20 respectively, but the scores of the vocabulary and language use remained unchanged in the post-test. Table 4.19 shows the annotation scores according to proficiency level.

Table 4.19: Pre-test and post-test annotation scores according to proficiency level

Students		Content (15 points)		Organization (10 points)		Vocabulary (10 points)		Language Use (10 points)		Mechanics (5 points)	
Level	**Number of students**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**
High	11	6.36	9.54	4.54	5.09	4.00	5.90	4.00	5.63	1.00	1.90
Intermediate	10	5.00	7.00	4.00	5.20	4.00	4.30	4.00	4.00	1.00	1.00
Low	9	5.00	7.22	4.00	5.66	4.00	4.00	4.00	4.00	1.00	1.20

In addition, the peer feedback average scores were found to be slightly improved in the post-test. The high proficiency students' scores were increased in all aspects,

especially for the content with 7.27. The intermediate students also gained more average scores in all aspects. On the other hand, the average scores of the low proficiency students on the vocabulary and language use were not improved in the post-test, with 4.33 and 4.00 respectively. Table 4.20 shows the peer feedback scores according to proficiency level.

Table 4.20: Pre-test and post-test peer feedback scores according to proficiency level

Students		Content (15 points)		Organization (10 points)		Vocabulary (10 points)		Language Use (10 points)		Mechanics (5 points)	
Level	Number of Students	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
High	11	6.81	7.27	5.09	5.63	4.54	5.90	4.00	5.09	1.54	1.90
Intermediate	10	5.50	6.00	4.00	4.60	4.00	4.60	4.00	4.90	1.40	1.80
Low	9	5.55	6.11	4.66	5.00	4.66	4.33	4.00	4.00	1.00	1.44

Based on these findings, it indicates that although the students were trained to self-monitor and provide peer feedback explicitly, they continued to have difficulties with making annotations and peer feedback specific, especially on the language use and vocabulary. Hence, their ability to annotate and provide peer feedback did not change significantly.

Example annotations and peer feedback by proficiency level

To accompany the students' average annotation and peer feedback scores shown above, Tables 4.21 and 4.22 on the following pages show examples of annotations and peer feedback given by the students in the pre-tests, broken down into proficiency levels. All annotations and peer feedback were translated from Thai to English.

Table 4.21: Examples of pre-test annotations

Level	Quality of annotations	Content	Organization	Vocabulary	Language Use	Mechanics
High	Good	-	-	-	-	-
	Average	Does the essay have a clear *thesis statement*?	Do you think the *hook* is interesting?	-	-	-
	Poor	The overall content is easy to understand.	What do you think about the organization?	Do I use correct vocabulary?	Is my grammar correct?	I'm not sure about my punctuation marks.
Intermediate	Good	-	-	-	-	-
	Average	-	-	-	-	-
	Poor	Is my content correct?	Is my organization correct?	Do I use vocabulary related to the story?	Is my language use correct?	Do I use correct punctuation marks?
Low	Good	-	-	-	-	-
	Average	-	-	-	-	-
	Poor	Is my content complete?	Is my organization good?	Do I use good vocabulary?	Do I use correct grammar?	Do I use correct punctuation marks?

Table 4.22: Examples pre-test peer feedback

Level	Quality of peer feedback	Content	Organization	Vocabulary	Language Use	Mechanics
High	Good	-	You use *first*, but you don't use *second or third* orderly. Instead, you use f*inally*. This may confuse the readers.	You use *search for* too much, for example, search for movies, search for games, search for malls, etc. It's repetitive You should cut it out.	-	You forget to insert a *comma* after the word *library* in front of *but* in your *first paragraph*.
	Average	Your *content* is too short. You have to write a *5-paragrpah essay*.	Yes, you have an interesting *hook* to attract the attention.	It is an essay writing. You should *use more sophisticate vocabulary*.	-	-
	Poor	The content is easy to understand.	Your organization is good.	It is easy to understand your vocabulary.	I don't know about the grammar.	You use correct punctuation marks.

Table 4.22: Examples of pre-test peer feedback (continued)

Level	Quality of peer feedback	Content	Organization	Vocabulary	Language Use	Mechanics
Intermediate	Good	-	You don't outline. You should use *first/ second/last* in each paragraph.	-	-	-
	Average	Your *thesis statement* is clear and easy to understand.	Your essay is *organized* because you use *transitions*.	You use repetitive words such as *students* and *Internet*.	-	There is no *full stop*.
	Poor	I think your content is complete.	You essay is organized.	Your vocabulary is easy to understand.	I think your grammar is not correct.	You use a few wrong punctuation marks.
Low	Good	-	-	-	-	-
	Average	-	-	-	-	-
	Poor	Your content is good.	Your organization is good.	I understand your vocabulary.	It is all correct.	It is correct.

The examples shown in Tables 4.21 and 4.22 illustrate how the high proficiency students annotated better on the content and organization at average level while the quality of the annotations made by the intermediate and low proficiency students of all aspects was poor. Regarding peer feedback, it can be seen that the high proficiency students provided peer feedback of all quality levels, but did better on the content, organization, and vocabulary. Although some of the intermediate students could also provide average quality peer feedback on content, organization, vocabulary, and mechanics, the majority of them gave poor peer feedback. For the low proficiency students, the quality of feedback was poor on all aspects.

As for post-tests, examples of how annotations and peer feedback were made and given by the students are illustrated in Tables 4.23 and 4.24 on the following pages. It is worth noting that some students annotated and provided peer feedback in Thai, while most annotated and provided peer feedback in English. Thus, some annotations and peer feedback were grammatically incorrect and misspelt.

Table 4.23: Examples of post-test annotations

Level	Quality of annotations	Content	Organization	Vocabulary	Language Use	Mechanics
High	Good	-	My conclusion is *the benefits of using social media are add friends, easy to chat, and comfortable to share anything*. Is it tie back to the thesis statement "*The benefits of using social media are make some friends, chat, and share*"?	In my *paragraph 2* I'm not sure I use *sicence(noun)* or I have to use *adj* instead. Did I use correct?	I'm not sure about *project group* and *group project*. Which one is correct?	Is "vedio call" in *paragraph 2* error spelling? If yes, please correct it.
	Average	Is my *thesis statement clear enough*? If not, what should I write it?	Does my *topic sentences* in my *paragraph 2 to 4* go along with my *thesis statement*?	I'm not sure that word "*addition*" in *paragraph 2* I use correct? If not, how?	"We *would* see many shopping online on social media." In *paragraph 4*, is *would* correct?	In *paragraph 4* should I add "___" to word Stream?
	Poor	Is my detail go along with the topic?	My conclusion is clear?	My words in essay is easy to understand?	My grammar is true if not can you comment it correct	How about punctuation

Table 4.23: Examples of post-test annotations (continued)

Level	Quality of annotations	Content	Organization	Vocabulary	Language Use	Mechanics
Intermediate	Good	-	-	-	-	-
	Average	My *thesis statement* clear?	My *concludtion* is tie back?	Can I use "*widely*" in *paragraph 1*, these word is clear?	-	Did I use *;* in *paragraph 2* correct?
	Poor	Is my content correct clear?	Is my essay have organization?	Are the meaning of the word clear?	Please check my grammar because I'm not sure.	The mechanics legible?
Low	Good	-	-	-	-	-
	Average	Is my *thesis statement* is clear. If not clear, correct for me.	Does my *concluding sentence* tie to back to the *thesis statement*?	-	-	I use *,* in *paragraph 2* correct?
	Poor	Is the content too less?	My essay well organize?	Should I use more difficult or easier word?	The grama is true?	Is my spelling correct?

When looking at the annotation examples shown in Tables 4.23, it was found that the students of all levels annotated better in the post-test than in the pre-test. The high proficiency students annotated better at an average level in all aspects while the intermediate and low proficiency students could annotate at an average level on three aspects, i.e., content, organization, and mechanics, but continued to have difficulties with making annotations on the vocabulary and language use specific.

Table 4.24: Examples of post-test peer feedback

Level	Quality of peer feedback	Content	Organization	Vocabulary	Language Use	Mechanics
High	Good	Yes, it is clear but not enough. You will have to *point out about benefits*, *not how to use*.	-	You *can use both* of them but *flashdrive* is ok.	-	Socail→ Social Apprication→ application
	Average	Your *thesis statement* is clear enough to understand.	Yes, your *thesis statement* go along with your *topic sentence in paragraph 2 to 4*.	if you want to write a *formal essay* you should *use more difficult word*.	I confuse with the word *somewhere* in paragraph 2 line 3 but may be *your grammar*.	Exactly (add "___")
	Poor	Yes it go along.	Yes	I'm not sure, but I think you use correct.	Sorry, I'm not sure. May be some sentence.	I'm not sure too

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Table 4.24: Examples of post-test peer feedback (continued)

Level	Quality of peer feedback	Content	Organization	Vocabulary	Language Use	Mechanics
Intermediate	**Good**	-	Your essay has transitions *first, second, and finally*. It is organized.	What is *chemitry*? You mean "*chemistry*"	I think it is *group work* because in English we *translate from back to front*.	You should add a*question mark* at the end of the question in *paragraph 1 line 4*.
	Average	It *not clear*. Your thesis statement are *online business and relax by playing?*	Each *topic sentence is* relevant to the *thesis statement*.	You should use "*add*" instead of "*addition*".	-	-
	Poor	Yes it clear	Yes it organize.	I'm not sure.	No, some sentence is not true.	I'm not sure.
Low	**Good**	-	-	-	-	-
	Average	-	In *concluding sentence* not tieback *thesis statement*.	-	-	-
	Poor	It is clear.	Clear	I'm not sure.	I think it's not correct.	I think it's correct.

For the peer feedback in Table 4.24, the high proficiency students could provide good peer feedback on three aspects, i.e., content, vocabulary, and mechanics. However, these students still provided average and poor peer feedback in all aspects as well.

Surprisingly, the intermediate students could provide good peer feedback on organization, vocabulary, language use, and mechanics while none of the high proficiency students could provide good peer feedback on organization and language use. Thus, not only high proficiency students could provide good peer feedback, but the

intermediate students could also give peer feedback to some extent. The low proficiency students, on the other hand, still had difficulties with providing good and average peer feedback.

Genre scores from draft to draft

When observing scores from the students' final drafts of narrative, descriptive, and expository essays obtained during the course of study, we see that the students performed better after being exposed to process writing instruction and the implementation of the self-monitoring and peer feedback strategies. Although there was only slight improvement between the first drafts and the second drafts of all the genres, the scores did not change dramatically, the mean scores were above 65 points in every genre (Narrative = 65.07; Descriptive = 68.40; Expository = 67.45). It was found that some students did not make much revising between these two drafts, especially those with high and low proficiency levels. This was because the students were assigned to annotate and provide peer feedback on the content and organization on their first drafts and later they would continue to annotate and provide peer feedback on the vocabulary, language use, and mechanics on their second drafts. Thus, revising was basically on the content and organization such as improving their thesis statements and topic sentences and adding more transitions to the sentences and paragraphs, while the other three aspects were mostly left out until final drafts. The scores from the students' drafts are shown in Table 4.25 below.

Table 4.25: Scores of students' narrative, descriptive, and expository drafts

Descriptive statistics	Narrative (100 points)			Descriptive (100 points)			Expository (100 points)		
	First Draft	Second Draft	Final Draft	First Draft	Second Draft	Final Draft	First Draft	Second Draft	Final Draft
Minimum	47	47	49.5	41	46	49	43.5	51.5	51.5
Maximum	77	77.5	81	68	72	85	80	83	83
Mean	57.87	60.98	65.07	52.80	55.88	68.40	62.63	65.37	67.45
SD	8.00	8.17	7.80	6.67	7.06	7.72	7.83	7.70	7.60

N = 30

However, we do see an improvement of 8 points from draft 1 to draft 3 in the narrative writing; an improvement of 16 points in the descriptive writing; and an improvement of 5 points in the expository writing. Thus, the students' writing performance continued to improve.

Examples of peer feedback in response to annotations

To accompany the scores shown in Table 4.25, some examples of the students' annotations and peer feedback are illustrated in Tables 4.26 and 4.27 on the following pages. It is worth noting that many students annotated and provided peer feedback in English, while some annotated and provided peer feedback in Thai. Those written in Thai were translated into English and those written in English were reported as the original. Thus, some of the annotations and peer feedback were grammatically incorrect and misspelt.

Table 4.26: Examples of annotations and peer feedback on the content and organization

Student	Content		Organization	
	Annotations	**Peer feedback**	**Annotations**	**Peer feedback**
High proficiency level annotating paired with high proficiency level giving peer feedback	H: I got a lot of experience from Pattaya: Walking Street, Koh Larn and Royal Garden Plaza. Is my thesis statement. Is it clear?	H: Yes, it is clear. (The writer kept her original thesis statement until her final draft.)	H: That is all about my experience about Walking Street, Koh Larn and Royal Garden Plaza. This is my concluding sentence. Is it clear and tie back to thesis statement?	H: Yes, it clear and tie back to thesis statement. (The writer kept her original concluding sentence until her final draft.)
High proficiency level annotating paired with intermediate level giving peer feedback	H: My thesis statement is "*For me, Love at first sight is a good memory, the first kiss and I was surprised the first time*. Is my thesis statement clear? Do you understand? I not clear, how can I change?	I: Yes, I understand but I think last thesis that you wrote " *I was surprised*" It would be better if you write I was surprised *with gift*. (Based on the feedback, the writer added "*with gift*" to make her thesis statement clearer.)	H: My conclude is "*I have good memories are love at first sight, first kiss and the first surprise.*" Does my concluding sentence tie back to the thesis statement? If no, how can I change?	I: Yes, The conclude cover to the thesis statement. (Based on the feedback, the writer kept her concluding sentence as suggested.)

Table 4.26: Examples of annotations and peer feedback on the content and organization (continued)

Student	Content		Organization	
	Annotations	**Peer feedback**	**Annotations**	**Peer feedback**
High proficiency level annotating paired with low proficiency level giving peer feedback	H: Is the thesis statement clear? If it's not clear what should I write?	L: It's clear. (Although her partner said that the thesis statement was clear, the writer did not accept it. She made her thesis statement clearer herself adding more points in the statement.)	H: Can I use "*All in all*" for transition in the last paragraph in my essay? If not what should I say?	L: yes, you can use this word. (The writer accepted the feedback.)
Intermediate level annotating paired with high proficiency level giving peer feedback	I: My thesis statement is clear? Do you have any suggestions or otherwise?	H: Yes, It clear. (The writer accepted the feedback.)	I: Does my concluding sentence tie back to thesis statement? If no, how can I change?	H: Yes, it tie back to thesis statement. (The writer accepted the feedback.
Intermediate level annotating paired with intermediate level giving peer feedback	I: Is the thesis statement relevant to the topic?	I: Yes, it is. (The writer accepted the feedback, but added one more point to her thesis statement.)	I: Are there transitions is correct? If wrong please writing a correct word.	I: Yes, they are. (The writer accepted the feedback.)

Table 4.26: Examples of annotations and peer feedback on the content and organization (continued)

Student	Content		Organization	
	Annotations	**Peer feedback**	**Annotations**	**Peer feedback**
Intermediate level annotating paired with low proficiency level giving peer feedback	I: Is my thesis statement clear?	L: Thesis statement is clear but I think not relevant with topic. (The writer accepted the feedback and changed his thesis statement.)	I: Dose my concluding sentence tie back to the thesis statement?	L: Yes, your concluding sentence link to thesis statement. (As the writer changed his thesis statement, he changed his concluding sentence as well.)
Low proficiency level annotating paired with high proficiency level giving peer feedback	L: In the first paragraph have a thesis statement?	H: yes, It has. (The writer accepted the feedback.)	L: Are my supporting ideas are well organize? If no, please provide comment on how to organize in the remarks.	H: it's ok and easy to understand. (The writer accepted the feedback, but added more sentences by herself to show more linkage.)

Table 4.26: Examples of annotations and peer feedback on the content and organization (continued)

Student	Content		Organization	
	Annotations	**Peer feedback**	**Annotations**	**Peer feedback**
Low proficiency level annotating paired with intermediate level giving peer feedback	L: My purpose in this essay is to say "The most memorable experience in my life" Is my thesis statement clear? Will the readers understand.	I: I think your thesis statement isn't clear, please explain. When I read, I'm not understand. (The writer accepted the feedback and adjusted her thesis statement to be more specific.	L: Dose my concluding sentence tie back to the thesis statement?	I: When I read, I'm understand but I think it clear enough. (The writer kept her original concluding sentence in her second draft, but changed it to a new one in her final draft.)
Low proficiency level annotating paired with low proficiency level giving peer feedback	L: In my topic sentence clear?	L: clear (The writer accepted the feedback.)	L: Does my conduding sentence tie back to the thesis statement?	L: Yes (The writer accepted the feedback.)

Table 4.27: Examples of annotations and peer feedback on the vocabulary, language use, and mechanics

Student	Vocabulary		Language Use		Mechanics	
	Annotations	Peer feedback	Annotations	Peer feedback	Annotations	Peer feedback
High proficiency level annotating paired with high proficiency level giving peer feedback	H: "*I and friends will have to take a ferryboat to go to Koh Larn*" in paragraph 3. Can I use "*ferry*" instead of ferryboat?	H: Yes, you can use *ferry* instead *ferryboat* for clear and show to understand (The writer changed *ferryboat* to *ferry* as suggested.)	H: "I can't understand about that" in paragraph 3. I'm not sure because I talk about the past. Should I "*can't*" or "*couldn't*" to correct?	H: It's not correct I can't stand it is present simple tense if you want to write in past you *have to write I couldn't* stand instead. (Although the feedback was given, the writer kept her original text.)	H: Are there any errors of spelling, punctuation, capitalization and paragraphing in my essay from paragraph 1-5? If yes, please tell me. Please circle or underline and write down on my essay as much as you can.	H: In your paragraph 4 The shopping mall, you need to use punctuation "___". (Although the feedback was given, the writer did not accept it because it was not correct.)

Table 4.27: Examples of annotations and peer feedback on the vocabulary, language use, and mechanics (continued)

Student	Vocabulary		Language Use		Mechanics	
	Annotations	Peer feedback	Annotations	Peer feedback	Annotations	Peer feedback
High proficiency level annotating paired with intermediate level giving peer feedback	H: "In short" in paragraph 5 Should I can change transition? I'm not sure. If yes, How? (The writer did not annotate about vocabulary.)	I: You can change what you feel appropriate. (The writer accepted the feedback.)	H: Should I change the tense, article?	I: is plays → *was playing* have given → *was given* (Based on the feedback, the writer changed her grammar.)	H: Is my spelling or punctuation correct?	I: Yes, I think it correct. (The writer accepted the feedback.)
High proficiency level annotating paired with low proficiency level giving peer feedback	H: Is the vocabulary clear?	L: Yes, It's clear (The writer did not accept the feedback. She added more vocabulary to make her essay clearer and more complex.	H: Are there any grammatical mistake such as tenser, word order/ function, number in paragraph 1, 2, 3, 4, 5? and Please write the correct grammar for me.	L: In paragraph 4 you can change arrive in to arrived. (The writer accepted the feedback.	H: Are there any errors of capitalization in the whole story?	L: In paragraph 3 sentence 3, you should use capitalization in that sentence. (The writer did not accept the feedback.)

Table 4.27: Examples of annotations and peer feedback on the vocabulary, language use, and mechanics (continued)

Student	Vocabulary		Language Use		Mechanics	
	Annotations	Peer feedback	Annotations	Peer feedback	Annotations	Peer feedback
Intermediate level annotating paired with high proficiency level giving peer feedback	I: I want to say that "my family to have a professional fishing." can I use another word or not?	H: you can use another word is "my family to have a professional fisherman." (The writer accepted the feedback.)	I: What I want to say here is "I was exposed to sea at the age of five years." I am not sure whether present perfect would be better in this sentence.	H: That is ok. if you want to change you can use "I am familiar with the sea at the age of five year." (The writer did not accept the feedback.)	I: Is the handwriting legible?	H: Yes (The writer accepted the feedback.)
Intermediate level annotating paired with intermediate level giving peer feedback	I: In paragraph 2 I'm not sure word "*face bear*" I want to show you see a bear. Can I use "*face bear*"?	I: You may change to "*faced bear.*" (The writer did not accept the feedback. Instead, she changed "*face bear*" to "*face to face with bear.*"	I: Are you think I use language to repeat?	I: Sometimes you use "*meet*" too often. You may change to use "*see*" or "*encounter*" or other words. (The writer did not accept the feedback.)	I: Do I use symbol is correct in each paragraph?	I: Please use "*full stop*" at the end of sentences. (The writer accepted the feedback.)

Table 4.27: Examples of annotations and peer feedback on the vocabulary, language use, and mechanics (continued)

Student	Vocabulary		Language Use		Mechanics	
	Annotations	Peer feedback	Annotations	Peer feedback	Annotations	Peer feedback
Intermediate level annotating paired with low proficiency level giving peer feedback	I: Can I use another word instead of "*land mark*" in Paragraph 2.	L: I'm not sure but think "*landmark*" is OK! (The writer kept the original word.)	I: Should I change the tense, aticle, pronoun, structure, preposition, etc?	L: "*Thing*" in first paragraph should have "*s*" because it's many. In paragraph 3 you can use "*on 14th*" instead of date 14. (The writer accepted the feedback.)	I: Is my spelling and punctuation correct?	L: In paragraph 2 "*elder to elder's hand*" instead to elder' hand because hand have two side. (The writer did not accept the feedback, but changed to "*their hands*" instead.)
Low proficiency level annotating paired with high proficiency level giving peer feedback	L: Are the meaning of the word clear?	H: what word? (It seems that the writer discussed about the words with her partner because she added more complex words.)	L: My grammar is correct enough?	H: Some word is incorrect. (Although she did not give specific peer feedback, the writer corrected the grammar by herself using past tense form.)	L: Are there any errors of spelling, punctuation?	H: In paragraph 2 'South pattaya' 'not sout pattaya' (The writer accepted the feedback.)

Table 4.27: Examples of annotations and peer feedback on the vocabulary, language use, and mechanics (continued)

Student	Vocabulary		Language Use		Mechanics	
	Annotations	Peer feedback	Annotations	Peer feedback	Annotations	Peer feedback
Low proficiency level annotating paired with intermediate level giving peer feedback	L: Should I use words to simple? (The writer added more words in her final draft.)	I: I think reader can understand easily.	L: Should I chang the tense, article, pronoun, structure, preposition, etc?	I: "*pockets*" in first paragraph should not have "*s*" (The writer removed this word in her final draft.)	L: Is my spelling or punctuation correct?	I: concluding in finally sentent shout cut "OK! Have a nice trip" (The writer accepted the feedback.)
Low proficiency level annotating paired with low proficiency level giving peer feedback	L: Should I change this word?	L: You don't have to change it, but please add more words. (The writer accepted the feedback by adding more words to her final draft.)	L: Should I change the tense?	L: Yes, you have to change the tense. (The student corrected the grammar in the essay.) (The writer accepted what her partner corrected for her.)	L: Do you have to begin each benefit with a capital letter?	L: Yes. (The writer did not accept the feedback.)

From the examples of the students' annotations and peer feedback illustrated in Tables 4.26 and 4.27 above, it can be seen that the students of all levels could annotate

and provide peer feedback to some extent. The high proficiency and intermediate students were found to annotate on content, organization, and vocabulary more specifically than on language use and mechanics. For the low proficiency students, many of them did not make specific annotations on all aspects.

It was also found that the high proficiency students were able to provide feedback on all aspects directly addressing the annotations; however, without giving additional information. For the intermediate and low proficiency students, they were able to provide feedback that responded directly to annotations on content and organization. On these two aspects, the intermediate students were likely to provide more specific and detailed peer feedback than the low proficiency students. For the vocabulary, language use, and mechanics, surprisingly, there were few cases where intermediate and low proficiency students provided feedback that was beneficial to their partners on all levels.

Accepting peer feedback

In terms of accepting peer feedback, the high proficiency students did not easily accept feedback given by their partners. They did not accept feedback that did not answer their annotations or feedback given by lower proficiency peers, or even peers with the same level. They would only accept feedback when it was clear to them that it was correctly given, such as feedback on plural and past tense forms, e.g., regular verb (-ed ending). Thus, for the content and organization, many of them did not change anything much. Instead, they were observed to revise their writing more on the three aspects, i.e., vocabulary, language use, and mechanics.

For the intermediate and low proficiency students, they tended to accept the feedback given by the high proficiency students and also feedback given by peers of the same level. Although the feedback was not correct, some of them, particularly the low proficiency students accepted the feedback on all aspects, especially on content without evaluating it. The intermediate students were found to be more critical than the low proficiency students in terms of accepting the feedback, thus showing more progress from draft to draft.

To conclude, the English essay writing course that was developed based on the SMPFS was effective to a certain extent, as the mean scores from the post-test were significantly higher than those obtained in the pre-test. Moreover, the annotation and

peer feedback mean scores in the post-test were higher than those obtained in the pre-test with a statistical significance. The mean scores from the students' final drafts of narrative, descriptive, and expository were above 65 points suggesting that the students could improve their writing performance taking this developed course.

Evidence shows that the students of all levels, after the training, were able to self-monitor their work by making annotations on all aspects. At the same time, some students could provide feedback that responded directly to the annotations. Some could also evaluate the feedback before deciding whether to accept it in their revisions. This means the strategies encouraged these students to be more critical. Although some of them, especially the low proficiency students were found to have difficulties with making their annotations and peer feedback specific on the vocabulary, language use, and mechanics, they tended to perform slightly better on the content and organization, leading to their writing improvement. Therefore, it might be said that the strategies implemented in this course helped improve the students' writing performance of all levels, but these strategies were more easily executed by the high proficiency and intermediate students than the low proficiency ones.

4.4 Attitudes of students toward the developed course

Research question 4: What are the students' attitudes toward the English essay writing course developed based on the SMPFS?

In order to answer research question number four, the attitude questionnaire, the student log, the interview protocol, and the teacher log were used as the instruments. To answer the question, the participants were 30 EIC students. All of them completed the instruments in the first semester of the academic year 2016. The results obtained from the instruments are explained below.

4.4.1 Questionnaire

Part I: Students' attitudes <u>after</u> attending the English essay writing course

Regarding the results of the students' attitudes *after* attending the course, it was found that the objectives and contents of the course were useful. Most students agreed that the objectives of the course were useful (90.75%) and the content was also relevant to the objectives of the course (87.5%). Most (87.5%) felt that the content could help them improve their English essay writing skills. When asking the students about the

teaching methods and activities, most (85%) reported that the overall teaching methods were appropriate and could help them (88.25%) improve their English essay writing skills. The overall activities and exercises were also useful to most students (85.75%) and could help them (84.25%) improve their English essay writing skills.

With respect to the self-monitoring strategy, many (72.5%) felt that they liked the strategy. The strategy was important in a process writing course (79.25%) and it could help them (75.75%) improve their English essay writing skills. Many (78.25%) also reported that the strategy could help them read more critically and ask better questions in the same percentage, but many (72.5%) thought that it was a difficult strategy and that they (65.75%) felt confident using the strategy.

As for the peer feedback strategy, conversely, most (80.75%) felt that they liked the strategy and were confident giving peer feedback (71.75%). Some (65%) thought that it was a difficult strategy. The strategy was important in a process writing course (81.75%) and it could help them (81.75%) improve their English essay writing skills. Moreover, the strategy could help most of them think more critically (83.25%) and learn collaboratively (81.75%).

In terms of teacher and evaluation, most (92.5%) rated that the teacher was well prepared. Most (93.25%) also felt that the teacher was friendly making them feel comfortable. Most (88.25%) said that the teaching methods applied were able to help them improve their English essay writing skills. Most (85.75%) felt that the evaluation criteria were also clear and appropriate.

Referring to the students' writing performance, many (75%) reported that they could write better in all aspects. Many (75.75%) felt more confident to write future English essays, but (77.5%) still thought that English essay writing was difficult. Additionally, most (91.75%) reported that this course was useful and they (80.75%) could apply self-monitoring and peer feedback strategies in their future English courses. Table 4.28 below summarizes students' attitudes after attending the SMPFS course.

Table 4.28: Students' attitudes <u>after</u> attending the SMPFS course

Students' attitudes	Mean	SD	Percentage
Objectives and contents of the course			
1. The objectives of the course are useful in developing my English essay writing skills	3.63	0.49	90.75
2. The contents of the course match the objectives of the course.	3.50	0.51	87.50
3. The contents of the course are interesting.	3.17	0.53	79.25
4. The contents of the course are appropriate with my proficiency level.	3.13	0.57	78.25
5. The contents of the course can help me improve my English essay writing skills.	3.50	0.57	87.50
Teaching methods and activities			
6. The overall activities and exercises are useful.	3.43	0.50	85.75
7. The overall activities and exercises of each lesson are useful.	3.40	0.50	85.00
8. The overall activities and exercises of each lesson are appropriate with my proficiency level.	3.10	0.55	77.50
9. The overall activities and exercises of each lesson can help me improve my English essay writing skills.	3.37	0.49	84.25
10. The overall teaching methods are appropriate.	3.40	0.56	85.00
11. Using checklists is useful.	3.43	0.50	85.75
12. Using and analyzing examples of annotations and feedback is useful.	3.37	0.49	84.25

Table 4.28: Students' attitudes <u>after</u> attending the SMPFS course (continued)

Students' attitudes	Mean	SD	Percentage
13. Reading critically is useful.	3.27	0.52	81.75
14. Using process writing is useful.	3.30	0.47	82.50
15. Self-monitoring is useful.	3.17	0.46	79.25
16. Giving peer feedback is useful.	3.40	0.50	85.00
17. The overall teaching methods can help me improve my English essay writing skills.	3.53	0.57	88.25
Self-monitoring strategy			
18. I like self-monitoring strategy.	2.90	0.48	72.50
19. I feel confident when self-monitoring.	2.63	0.72	65.75
20. Self-monitoring is an important strategy in a process writing course.	3.17	0.53	79.25
21. Self-monitoring is a difficult strategy.	2.90	0.55	72.50
22. Self-monitoring strategy can make me feel more confident and motivated in writing.	2.83	0.59	70.75
23. Self-monitoring strategy can help me improve my English essay writing skills.	3.03	0.49	75.75
24. Self-monitoring strategy can help me read more critically.	3.13	0.43	78.25
25. Self-monitoring strategy can help me ask better questions from my writing.	3.13	0.57	78.25
26. Self-monitoring strategy can help me learn to be autonomous.	3.10	0.55	77.50
27. Self-monitoring strategy can help me get specific feedback.	3.07	0.52	76.75
28. I will use self-monitoring strategy in my future writing.	2.97	0.56	74.25

Table 4.28: Students' attitudes <u>after</u> attending the SMPFS course (continued)

Students' attitudes	Mean	SD	Percentage
Peer feedback strategy			
29. I like peer feedback strategy.	3.23	0.57	80.75
30. I feel confident when giving feedback to peers.	2.87	0.73	71.75
31. Peer feedback is an important strategy in a process writing course.	3.27	0.45	81.75
32. Peer feedback is a difficult strategy.	2.60	0.56	65.00
33. Peer feedback strategy can make me feel more confident and motivated in writing.	3.17	0.53	79.25
34. Peer feedback strategy can help me build rapport and relationship with friends.	3.27	0.52	81.75
35. Peer feedback strategy can help me improve my English essay writing skills.	3.27	0.52	81.75
36. Peer feedback strategy can help me think more critically.	3.33	0.48	83.25
37. Peer feedback strategy can help me learn collaboratively.	3.27	0.52	81.75
38. Peer feedback strategy can help me understand problems in my writing better.	3.30	0.53	82.50
39. I will use peer feedback strategy in my future writing.	3.27	0.52	81.75
Teacher			
40. The teacher is well prepared.	3.70	0.53	92.50
41. His teaching methods are easy to understand.	3.50	0.51	87.50
42. His teaching methods can help me improve my English essay writing skills.	3.53	0.51	88.25

Table 4.28: Students' attitudes <u>after</u> attending the SMPFS course (continued)

Students' attitudes	Mean	SD	Percentage
43. The teacher is friendly, making me feel positive when learning this course.	3.73	0.45	93.25
Evaluation			
44. The evaluation criteria are clear and appropriate.	3.43	0.50	85.75
45. The overall evaluation methods are appropriate.	3.40	0.50	85.00
Writing performance			
46. I can write English essays better in all aspects (content, organization, vocabulary, language use, and mechanics).	3.00	0.59	75.00
47. I feel more confident to write future English essays.	3.03	0.49	75.75
48. I still think English essay writing is difficult.	3.10	0.71	77.50
Additional comments and suggestions			
49. This course is useful.	3.67	0.48	91.75
50. I think it is good to change partners when writing a new genre of essay to get different ideas from other peers.	2.93	0.74	73.25
51. I think I can apply self-monitoring and peer feedback strategies in my future English courses.	3.23	0.43	80.75

Overall, the students preferred peer feedback strategy to self-monitoring strategy. They thought that peer feedback was an easier strategy for them in a process writing course. It helped them develop their confidence, critical thinking skills, rapport and relationship with friends, and English essay writing skills. Although many students thought that self-monitoring was a rather difficult strategy to use comparing to peer feedback strategy, they still thought that it was an important strategy. It could improve

their critical reading skills and help them ask better questions from their writing. Moreover, the students liked the course and thought it was useful for them. The objectives, contents, teaching methods, and activities were all beneficial and effective in facilitating them to enhance their English essay writing skills. They also thought that the teacher was well prepared and friendly. The teaching methods could help them improve their writing skills and write better in all aspects. The students were found to have positive attitudes toward the strategies they used after attending course. The students also thought that the strategies were effective in terms of improving their English essay writing skills.

Part II: Comments or suggestions toward the course

This part of the questionnaire concerns comments or suggestions for the developed course. It is an open-ended question.

Based on the results in this part, the overall students' comments and suggestions toward the developed course were basically divided into two points: the effectiveness of the course and the teacher. The students revealed that the course enhanced their writing skills. It helped them understand the process of writing, learn to think more deeply, and work collaboratively.

The following students addressed the effectiveness of the course as follows:

The course enhanced my writing skills. Although it did not help that much, it did help me understand the process of writing and gain knowledge in writing as well as about the strategies to improve my writing skills. I also learned more vocabulary. (Student #7 – Low)

The course was really good and useful. It enhanced my writing skills a great deal. (Student #13 – Intermediate)

The course helped me understand the process of writing as well as learn to think and question about my own writing. It pushed my writing skills to the next level. (Student #14 – High)

In terms of the teacher, the students reported very similar ways that the teacher was well prepared and friendly. The teaching methods and the contents were useful. Most of the students revealed that at the beginning they did not like essay writing because they thought it was difficult. After attending the course; however, they felt more relaxed and could understand writing better.

The following students addressed the teacher and teaching methods as follows:

I think the teaching methods and the contents were useful. However, when the teacher said or explained something in English, he should have translated into Thai too. Sometimes, I did not understand what he was trying to explain. (Student # 10 – Low)

At the beginning I did not really like writing, but the teacher was so friendly. He made me feel comfortable to learn. His teaching methods were easy to understand and follow as well. (Student #26 – Intermediate)

The teacher was attentive to his class. He could explain the contents, processes, and methods used in the lessons well. It helped me understand English writing a lot better. (Student #25 – High)

To conclude, the analysis of this open-ended part showed that most students had positive attitudes toward the developed course and the teacher. The course could benefit the students a great deal. The teacher and teaching methods assisted the students and helped them enjoy learning more. Although a few students reported that they still thought that essay writing was difficult, they were able to learn essay writing in a more understanding and relaxing way.

4.4.2 Student log

The student log was one of the research instruments employed to find out problems the students encountered with using each of the strategies and how they solved the problems. The students did their logs by answering the provided questions every week throughout the 15-week course of study. They submitted their logs every week. However, it is worth noting that only twenty-eight students submitted their logs and not all of their logs could be used to report the data. This was because some of the students did not answer the questions clearly and some were absent. Thus, the data were selected and reported under three main headings according to the lessons the students learned: 1) How the students felt about the lesson, 2) What problems that the students encountered, and 3) How the students coped with those problems. Samples of the students' excerpts are also provided (Appendix M). The students' reflections are as follows:

1. How the students felt about the lesson

On writing process, the students addressed that it was very useful because it facilitated them to know how to write step-by-step. The activities and exercises during this lesson were useful and systematic to follow encouraging them to think and learn to write better. They addressed that they could also see their improvement from draft to draft.

However, some students, especially the low proficiency students, felt that writing process was quite difficult. There was a lot of information and steps to do and each step was time-consuming. Thus, they were worried that they would make a lot of mistakes on their drafts, which might affect their scores.

On types of essays, the students felt that narrative essays were useful because it was quite related to their background experience. They also reported that they liked that the teacher introduced and modeled this lesson to the whole class before practicing.

For the descriptive essays, the students addressed that it was useful, but difficult, even for some high proficiency students. They also reported that descriptive essays were more complicated than narrative essays.

For the expository essays, the students felt that this type of essay was difficult because they had to talk about facts. They had to be more critical and needed to use in-depth information and more sophisticate vocabulary.

On the self-monitoring and peer feedback strategies, most students addressed that these two strategies were useful. They felt that these strategies facilitated them to be more critical about their writing – before, during, and after writing. They also revealed that self-monitoring and peer feedback activities assisted them to write better on content, organization, and mechanics.

On the other hand, the strategies were difficult, especially self-monitoring activities. The intermediate and low proficiency students, or even some of the high proficiency students addressed that they could annotate and provide feedback better if they had more knowledge about specific skills such as vocabulary and language use. They felt that it was quite difficult to find problems on these aspects.

For other comments and suggestions, the students also addressed that they liked the teacher and teaching methods. The teacher was friendly, open, and attentive to teaching making the lessons more enjoyable and understandable. They revealed that

they liked how teacher explained and discussed with every student closely and openly. They felt that the teacher treated every student equally.

In short, the students felt positive toward the lesson as a whole. Although some students felt that the lesson was quite difficult, most of them thought that it was useful to them. They gained a lot of knowledge from the lesson they learned and they could use knowledge they learned from this course in other English courses and their future careers.

2. What problems that the students encountered

Major problems that the students encountered involved generating and organizing ideas, types of essays, grammar and vocabulary, and reading activity.

On the process of writing, the students addressed that it was difficult for them to generate their ideas. Although the students were taught to write as a process and given a number of exercises, they addressed that they always needed time to think and generate ideas to write during the drafting/writing stage.

In terms of organizing ideas, some students, especially the low proficiency students addressed that they could not differentiate between thesis statement and topic sentences. They felt that they were more or less the same. Hence, they were not sure what should come first and later.

On types of essays, when the students started new genres, they felt that the topics were too difficult for them. They were worried that they were not able to come up with enough ideas to write.

For the narrative essays, many students had problems about grammar as they had to narrate something which happened in the past. They revealed they forgot or did not know for sure to use the correct tense.

For the descriptive essays, some students disclosed that they could not distinguish between descriptive and narrative essays. It was quite difficult for them to write with clear pictures.

As for the expository essays, some students addressed that could not distinguish between facts and opinions. They sometimes put opinions in their writing instead of facts and that made their writing quite unreliable.

On the self-monitoring and peer feedback strategies, the students had problems with making annotations and providing peer feedback on was grammar and vocabulary.

In terms of grammar, they were not sure about tense and sentence structure. For the vocabulary, they addressed that their word choice and vocabulary range were limited. Thus, this affected how most students annotated and provided peer feedback specifically. This is why, to effectively annotate and give peer feedback, many of them revealed that they should have good knowledge about grammar and vocabulary.

The other problem was reading activity. The students addressed that they could not finish reading the exercises within a given time. Irrespective of proficiency level, they felt that they had to think a lot during the reading and that they needed more time to reflect.

In brief, generating and organizing ideas, types of essays, grammar and vocabulary, and reading activity were main problems that the students had when taking the lessons.

3. How the students coped with those problems

Regarding the problems that the students had, the following were how they coped with those problems using both useful and not so useful methods.

On the process of writing, many of them drafted their work in Thai to help them generate their ideas better. They revealed that it took more time to write as they had to translate Thai into English when writing, but they found this method useful because it helped them generate and organize their ideas better. Some students, especially the intermediate level asked the teacher for suggestions or paid attention to the lesson more closely. These methods were found to help them gain more ideas as well. The students reflected that they sometimes asked their peers for suggestions or searched for more information from the Internet. However, these methods were not very useful to them. They revealed that their peers had the same knowledge to them.

On types of essays, the students addressed they used the same useful methods as mentioned earlier, i.e., asking the teacher about differences of essay types, facts and opinions, and grammar. Some students disclosed that they paid more attention to the lecture or reviewed the lesson after class. On the other hand, some students, especially the high proficiency students searched for more essay examples from the Internet and asked their friends to help compare the differences. They found these methods were somewhat useful. Some students revealed that they still could not see the differences

between the genres or facts and opinions, but some disclosed that they could understand better and see more correct grammar in the essays as well.

In terms of the self-monitoring and peer feedback strategies, the high proficiency students used handouts, asked the teacher, or checked from other sources, e.g., books, dictionaries, and the Internet. They addressed that these methods helped them make better annotations. However, when they tried to ask their partners, their partners sometimes could not help them solve the problems. Some students addressed that they would prefer to change partners to get more ideas. For peer feedback, the high proficiency students applied the same methods and revealed similar answers.

For the intermediate and low proficiency students, they disclosed that they asked or discussed with their partners and the teacher whether or not their annotations and peer feedback on grammar and vocabulary were correct. Although the teacher and their partners did not give the answers to them directly, this method encouraged them to think more. Many addressed that they benefited more when they discussed with the teacher. They also checked for more information from other sources such as handouts, books, dictionaries, and the Internet. However, this method was not very useful as they sometimes could not really find the answers that they looked for.

To conclude, results from the student logs revealed that the students felt positive with the lessons and the strategies they used in general. Although some students addressed that they had problems in several aspects such as generating ideas and making annotations and giving peer feedback on grammar and vocabulary, they could seek for own methods that were useful to them to cope with those problems such as discussing with the teacher. Therefore, it can be said that the students had positive attitudes toward the course. Table 4.29 on the following page summarizes what the students had reflected in their logs.

Table 4.29: A summary of students' reflections

Lessons and what students learned	How students felt about the lesson	What problems students encountered	How students coped with those problems
The process of writing - Wrote introductions - Wrote conclusions - Steps: outlined, drafted, and revised	**Positive** - Useful - Systematic - Teacher/teaching was effective - Able to think/write better **Less positive** - Difficult - Time-consuming	**Idea generating** - Drafting/writing stage **Idea organizing** - Confusion between thesis statement vs topic sentences	**Useful method(s):** - Drafted in Thai - Asked teacher - Paid attention to lecture **Not so useful method(s):** - Asked peers - Searched for information from other sources
Types of essays - Identified types and components - Wrote: - Narrative essays - Descriptive essays - Expository essays	**Positive** - Useful - Enjoyable - A chance to practice being critical **Less Positive** - Difficult	**Narrative** - Grammar **Descriptive** - Confusion between Descriptive vs. Narrative **Expository** - Confusion between Facts vs. Opinions	**Useful method(s):** - Asked teacher - Paid attention to lecture **Not so useful method(s):** - Asked peers - Searched for information from other sources
Self-monitoring - Read other essays - Made annotations	**Positive** - Useful - A chance to practice being critical - Content, organization and mechanics **Less positive** - Difficult	**Annotation** - Grammar (tense and sentence structure) - Vocabulary (word choice and vocabulary range) **Reading** - Time-consuming	**Useful method(s):** - Asked teacher - Used handouts (For High ability learners) - Asked peers (For Intermediate and Low) **Not so useful method(s):** - Asked peers (For High) - Used handouts (For Intermediate and Low)
Peer feedback - Read peer's essay - Gave peer feedback	**Positive** - Useful - A chance to practice being critical **Less positive** - Difficult	**Peer feedback** - Grammar (tense and sentence structure) - Vocabulary (word choice and vocabulary range) **Reading** - Time-consuming	**Useful method(s):** - Asked teacher - Used handouts (For High) - Asked peers (For Intermediate and Low) **Not so useful method(s):** - Asked peers (For High) - Used handouts (For Intermediate and Low)

4.4.3 Interview protocol

The interview was conducted to obtain in-depth information beyond the data from the questionnaires. The interview questions probed into the aspects asked in the

questionnaire, namely, objectives and content of the course, teaching methods and activities, self-monitoring strategy, peer feedback strategy, teacher, evaluation, and writing performance. The interview was conducted with nine students at the end of the course. They were divided into three levels: high, intermediate, and low. All of the interview questions were asked in Thai in order to avoid misinterpretation of the meanings. The students' excerpts were then translated into English. All data were audio recorded. The data obtained from this process were used to triangulate with the data obtained from the attitude questionnaire to explore the students' attitudes after attending the course. The answers from the interviewees were transcribed and then grouped under nine headings: 1) the objectives and content of the course, 2) the activities and exercises, 3) the teacher and teaching methods, 4) the self-monitoring strategy, 5) the peer feedback strategy, 6) coupling self-monitoring and peer feedback strategies, 7) the evaluation criteria and methods, 8) the students' writing performance, and 9) the developed course. The results from the interview are as follows.

1. The objectives and content of the course

On students' views toward the objectives and content of the course (Question #1) and how they improved their English essay writing skills (Question #2), all of the students reported that the objectives were appropriate and clear because the teacher informed them at the beginning of each lesson. The content was also useful and relevant to the objectives.

When asking the students about how the content could improve their English essay writing skills, all of them reported that the content helped them improve their English essay writing skills. They had chance to practice writing continuously and learn to write as a process. The content helped them understand the process of writing as well as how to write each part of the essay more clearly. Although all of them reported that their essay writing skills were improved based on the content, one of the low proficiency students suggested that the teacher should include more essay examples so that they could see more styles of writing as a model.

2. The activities and exercises

On activities and exercises of the course (Question #3) and how they could improve the students' essay writing skills (Question #4), the students reported that for the activities, the students could share and exchange ideas with their peers openly and

more confidently. The students of all levels disclosed that they were able to learn something from their peers during the activities, such as receiving better ideas to put in their writing, more transitions, new vocabulary, and additional corrective feedback that they were not aware of. Although all of the students revealed that the activities were useful, one of the intermediate students suggested that the teacher should strictly limit the time to do each activity so that some students would feel pushed to finish the tasks in time.

3. The teacher and teaching methods

Regarding the teacher (Questions #12), teaching methods (Question #5), and how teaching methods improved the students' essay writing skills (Question #6), the students reported that the teacher was friendly and he made them feel comfortable and relaxed. All levels of the students viewed the teaching methods, especially about making annotations and providing peer feedback by using the handouts and discussions, useful and they could help them gradually improve their essay writing skills.

In terms of teaching methods and how they improved their essay writing skills, the students revealed that teaching methods were useful. They had never been taught by making annotations and discussing their problems with their partners before. These methods helped them think and be more aware of their writing.

4. The self-monitoring strategy

On the self-monitoring strategy (Question #7), students' answers were varied. Student #3 (High proficiency level) felt a little strange using the strategy because he had never formulated questions about his writing before. Student #1 (Low proficiency level) was not sure whether the strategy was good or not because she was not sure about her writing. However, most of them reported that the strategy was difficult, but useful.

Whether or not the strategy improved their essay writing skills (Question #8), the high proficiency students stated that the strategy helped them improve their essay writing skills because they could practice self-monitoring continuously until the end of the course. The material, i.e., checklist and annotation examples, provided during the training was useful. When they were not sure about what to annotate, they would look at these handouts for ideas and relate them to their work. Although they reported that self-monitoring was a difficult strategy, they mentioned that it did help them think more deeply and be more careful of all writing aspects in their work. In fact, all of the students

expressed that the strategy fostered them to be more critical and careful when reading and writing their own work. The strategy also helped them feel more confident in writing. With critical reading skills, the students learned to evaluate their weak points and tried to avoid making the same errors in the future. Therefore, they felt more confident in their writing.

The intermediate and low proficiency students disclosed that it was useful, but difficult for them to self-monitor and question their work because they felt unsure whether or not their work was correct. They further highlighted that it did not mean that they could not self-monitor at all, but they sometimes did not feel certain of their ability to provide good annotations, especially on vocabulary, language use, and mechanics.

5. The peer feedback strategy

On the peer feedback strategy (Question #9), most students reported that the strategy was good, easier than the self-monitoring, and they liked it, especially the intermediate and low proficiency students. This was because the strategy allowed them to talk more openly and use more casual language with their partners. Also, they sometimes could benefit from the feedback on the aspects that they did not annotate well, for example, the vocabulary and language use. On the other hand, some of them, especially the high proficiency students reported that they did not like the strategy. They revealed that the strategy had drawbacks such as the partners did not provide useful peer feedback on most writing aspects to them because they had similar or lower ability so they did not easily accept the feedback to use in their writing.

Whether or not the strategy improved their essay writing skills (Question #10), the high proficiency students reported that they did not benefit from the strategy that much. This is because, although the questionnaire data suggested otherwise, the majority of their partners were at the intermediate and low proficiency levels, thus, unable to provide useful feedback to the high proficiency students, particularly on the vocabulary, language use, and mechanics. However, they could benefit from the feedback given on content and organization, but they had to evaluate the feedback carefully before using it in their work. They would check whether or not the feedback would be valid and useful to them. If they were not sure about the given feedback or the feedback did not really answer their questions, they would not use it. Rather, they

would stick to the old versions of their writing or revise by themselves by checking the answers from the Internet, books, or dictionaries.

The intermediate and low proficiency students revealed that they were able to benefit from the strategy when paired with students of a higher proficiency level, thus being more satisfied with the strategy. They could use feedback on vocabulary, language use, and mechanics to revise their writing. Although these students were likely to benefit more than the high proficiency students, they revealed that they still had to evaluate the feedback before using it in their work as well. If they were not sure about the provided feedback, they would ask their partners to explain more about it, ask the teacher, or look for answers on their own.

6. Coupling self-monitoring and peer feedback strategies

On coupling self-monitoring and peer feedback strategies (Question #11), the students reported that coupling self-monitoring and peer feedback strategies was good. The two strategies helped them learn from their partners and think more critically. They would also continue to use these two strategies in the future.

In terms of the self-monitoring and peer feedback strategies, the students thought that self-monitor strategy was difficult, but useful. It helped them to be more critical when reading and writing. Most of them revealed that it was difficult for them to self-monitor and question their work because they sometimes felt that their work was already good enough, or did not have enough knowledge to annotate on vocabulary, language use, and mechanics. For content and organization, the students reported that these aspects were easier to self-monitor than vocabulary, language use, and mechanics.

Although they reported that self-monitoring was a difficult strategy, they preferred this strategy to peer feedback, particularly the high proficiency students. They mentioned that it did help them think a lot and be more careful about their work. It helped them know their weak points and tried to avoid making the same errors in the future. For the intermediate and low proficiency students, they revealed that self-monitoring was a more difficult strategy than the peer feedback. They were more satisfied with the peer feedback because they could benefit from the feedback or additional feedback they received from their partners, particularly on the aspects that they did not annotate well such as vocabulary, language use, and mechanics. On the contrary, the high proficiency students reported that they did not like the peer feedback

strategy. It was an easier strategy than self-monitoring, but it was not very useful for them because they did not benefit from the given feedback that much. Also, the students, irrespective of proficiency level, reported in the same way that this strategy was depended on partners. If the partners were good, they would benefit more. If they were paired with lower proficiency level partners, they might not benefit from the strategy as much as it should be.

Although the students were able to choose their own partners when using these two strategies, some of them suggested that it would be better to change partners to have more different ideas from other peers. Sometimes, they annotated well, but they did not get the feedback that was useful. The students, irrespective of proficiency level, stated that if the partners were good, they would benefit more. If they were paired with low proficiency students, they might not benefit from the feedback as much as they should.

7. The evaluation criteria and methods

On the evaluation criteria and methods (Question #13 and #14), students reported that this was appropriate, clear, and fair. However, one intermediate student reported that she would prefer the teacher to lower the scores on the essay drafts from 100 to 50 points and give more scores on other activities such as discussion and doing exercises in the textbook. This could stimulate the students to value the importance of collaborative learning and might encourage them to perform better when providing peer feedback.

8. The students' writing performance

On writing performance (Question #15), students of all levels reported that they improved in most writing aspects. They knew how to organize their writing step-by-step and write different genres. Their abilities to generate ideas and think critically were also improved because of the strategies implemented in the course. The strategies helped them to be more aware of writing problems and try to produce more quality work and try not to make the same errors in the future.

9. The developed course

On students' attitudes toward the developed course (Question #16), they reported that they were satisfied with the developed course. The course was useful and important to their future careers. It provided them with opportunities to develop their

critical thinking skills when reading as well as writing. They tended to enjoy writing more than before. In other words, they were found to have positives attitudes toward the developed course.

Table 4.30 on the following pages illustrates results of the interview protocol.

Table 4.30: Results of the interview protocol

Objectives and content of the course	
Student proficiency level	**Sample data from interviews**
High	The content really helped me improve my English essay writing skills. At the beginning, I didn't know how to write essay, but after I had attended the course, I learned and knew a lot about the process of essay writing. I knew how to write hook, thesis statement, topic sentence, concluding sentence, and other aspects of writing that I should be aware of. (Student #3)
Intermediate	I think the objectives and the content was appropriate. The teacher informed the objectives to the students before class and the teacher could finish the content according to the objectives. The content was also useful and relevant to the objectives. (Student #5)
	The content helped me improve my English essay writing skill. It helped me detect problems in my writing better as well as improve my own writing. (Student #6)
Low	I think the objectives and the content was appropriate. The teacher told us about the objectives of each lesson before teaching. The content of each lesson was also relevant to the objectives. It helped me improve my English essay writing skills because I could practice writing continuously. I also learned to know more vocabulary. I liked that the teacher let us write several drafts so I could see my progress until the day I submitted my final drafts. It helped me improve my writing skills; however, I think the essay examples were not enough. I think it would be better to have more essay examples so I could see different styles of writing and compare my work with the essay examples. The students could also choose what to follow and write as a model. (Student #1)
	The objectives were appropriate because they were not too difficult for the students to learn to write. The objectives were also relevant to the content and we learned according to the objectives. The content was also complete and useful. (Student #7)
	The content helped me improve my English essay writing. In the beginning, I didn't know anything about essay writing, but after taking the course I had known the process of writing clearly. I knew the steps in writing as a process. (Student #2)

Table 4.30: Results of the interview protocol (continued)

Activities and exercise	
Student proficiency level	**Sample data from interviews**
High	The activities and exercises were very useful and appropriate. I could practice a lot. They helped me improve my English essay writing skills. I could practice working on the exercises and discuss problems with my partner continuously and step-by-step, and while doing that it gradually improved and developed my thinking skills and essay writing skills. Overall, the activities and exercises did help improve my essay writing skills. I knew all aspects of writing that I should be aware of when writing. (Student #8)
Intermediate	The activities and exercises were useful. The exercises were beneficial and good as they weren't too much for the students to handle in each class. In terms of activities, they were also useful and good, but sometimes I felt that some students didn't want to do the activities. The teacher might limit the time to do each activity so they would feel more eager to finish the tasks. The activities and exercises also helped me improve my English essay writing skills. I could understand more about my writing. I could think more critically about my work. I could revise and edit my work better. (Student #4)
Low	The activities were useful and appropriate. The activities, for example, pair work activity could help me exchange ideas and information from friends. Sometimes the students might not be brave enough to ask the teacher so the activities allowed us to share ideas and talk to one another more openly. The exercises were also useful and appropriate. They could help me improve my English essay writing skills. I could write on every writing aspect continuously. So I think my writing skills were improved step-by-step. (Student #2)

Table 4.30: Results of the interview protocol (continued)

Student proficiency level	Sample data from interviews
Teacher and teaching methods	
High	I think the teacher was friendly and I felt comfortable learning this course. I didn't feel stressed at all. The teaching methods were new to me. I have never been taught by making questions on my own writing and then sharing or discussing my problems with friends before. It helped me improve my essay writing skills and urged me to think about problems or things that I still didn't know about. (Student #3)
Intermediate	I think the teacher was friendly and he made me feel comfortable to learn. It wasn't stressful in class. (Student #5)
	The teaching methods helped me improve my essay writing skill. I liked to discuss and share ideas with friends. The teacher allowed us to do that and I think this boosted my thinking skills, leading to the improvement of my essay writing skill as well. I also liked that the teacher used my work as an example and discussed with the whole class. I could see my mistakes and weak points clearly and that helped me improve my own work. (Student #6)
Low	The teacher was friendly. He made me feel comfortable to learn. He didn't teach too fast or too slow. I think his teaching style was good. The teaching methods were also useful and good. I have never seen or been taught by this kind of teaching methods before. So I think the overall of the teaching methods was interesting and good. The methods helped me think more critically and carefully. I learned to use checklists, brainstorm, discuss, and write several drafts. These methods encouraged me to think about my own work, exchange my ideas with friends, and also see my writing progress. (Student #1)
	The technique that I found most useful was when the teacher provided some examples of ideas to write during the outlining stage on the whiteboard. It helped me see clearly what to do and scaffold my knowledge to generate ideas when I had to write by myself. The teacher also sat down with the students and gave some ideas and suggestions on the writing. I found this was very useful. In other words, I felt that when the teacher was involved in the process of discussing, I would benefit more than just discussing only with my partner. (Student #2)

Table 4.30: Results of the interview protocol (continued)

The self-monitoring strategy	
Student proficiency level	**Sample data from interviews**
High	I think it was really good because it helped me gain more confidence in my writing. When I had problems that I was not sure about, I formulated some questions and asked my friend and she could clarify the problems or, at least, make me feel more confident to revise my work. The strategy also helped me know my weak points. It was not a difficult strategy and I could do it. (Student #9)
	At first I felt a little strange about the technique because the teacher told us to ask questions based on our own text, but later I got used to the technique that I should carefully look at my own writing. Before I took this course, I just had to write and submit the paper and then that was it. But after I had taken this course, it helped me think a lot more and review my own writing more carefully on every aspect (Student #3)
Intermediate	The strategy really helped me improve my essay writing skills. It helped me read and check my work carefully and not to make the same mistakes in the future. I had to think a lot and come up with annotations for my friends to give feedback to me. (Student #6)
Low	Sometimes, I did not know or was not sure whether my writing was correct or not and that made it quite difficult to ask questions, especially about grammar. Sometimes, I did not know what to ask. (Student #1)
	I think the strategy helped me improve my essay writing skills. Like I said, I could practice continuously. For me, I liked to ask about my thesis statements and my concluding sentences whether or not they were clear and relevant to the topics because I felt that these were major elements of writing. (Student #2)

Table 4.30: Results of the interview protocol (continued)

The peer feedback strategy	
Student proficiency level	**Sample data from interviews**
High	Sometimes I felt that it was useless because sometimes my partner didn't give her all in the feedback or didn't really want to answer my questions. So some feedback wasn't really beneficial to me and I wouldn't trust her feedback either. (Student #8)
	Sometimes I didn't get the feedback that was useful. It seemed that my partner just simply answered the questions without any real intention to help me revise my work. The feedback was not clear. It, sometimes, was not useful enough. For example, I asked if this word was used correctly or not, my partner would say it was correct, or I asked if my thesis statement was relevant to the topic or not, she would respond that it wasn't relevant without telling why. I think my partner didn't know the answer so she just simply answered the questions in order to finish her job. (Student #3)
	I felt that the feedback could not really answer all of my questions. Although my partner gave feedback, it was my own responsibility to evaluate the feedback if it was useful, correct, and appropriate. All in all, the feedback might not directly help improve my work of all writing aspects, but it did help me think in a different angle – as a reader, and then I could use that kind of thinking to improve my own work. (Student #9)
Intermediate	I liked this strategy. It was easier than self-monitoring. When I looked at my friend's work, I could easily find the mistakes. The strategy also helped me improve my work. My friend could see my errors in my writing and I could revise and edit my work based on the feedback and comments. However, I didn't believe all the feedback given by my friend. Sometimes my friend did not give feedback that clearly answered to my questions. The feedback was too short and I could not benefit from such feedback that much. When I wasn't sure about the feedback I asked my friend about it and checked again before revising or editing my work. (Student #4)
Low	I think it was good. Sometimes the students might not be brave enough to ask the teacher directly, and this strategy helped us communicate and exchange ideas easier and more openly. It also helped me improve my writing skills. Sometimes, my partner detected other problems that I did not ask such as verb tense and mechanics, I could benefit from this as well. (Student #1)

Table 4.30: Results of the interview protocol (continued)

Coupling self-monitoring and peer feedback strategies	
Student proficiency level	**Sample data from interviews**
High	It was good to couple these two strategies together, but I think it would be more beneficial if we could change partners so we could get different ideas or more beneficial feedback from other friends. Anyway I would continue to use these two strategies in the future; otherwise, I wouldn't know my weak points. I also think that these two strategies complemented each other very well in this course. It was quite systematic – asking questions and answering them. (Student #9)
Intermediate	I think it was good to couple these two strategies together and they helped us think and share ideas. They complemented each other well. I have never been taught by using these strategies before, so more or less; I think it was good for the students. I think I would use both strategies in the future. (Student #5)
Low	I think coupling self-monitoring and peer feedback strategies was good. It helped me read and think about my own work more critically, and at the same time I could share ideas and learn more from my partner as well. I would continue to use these two strategies in the future too. (Student #7)
Evaluation criteria and methods	
Student proficiency level	**Sample data from interviews**
High	I think the criteria and methods were appropriate. They measured the students' abilities fairly. (Student #3)
Intermediate	If possible, I would like the teacher to change the scoring system of each essay to 50 rather than 100 points. I think 100 was a bit too high. I would also like the teacher to give more scores on discussion, activities, and exercises in the book to evaluate the students' progress or performance other than the writing products as well. If the teacher evaluated the students on, for example, discussion and exercises in the book, the students might feel more motivated to do the activities and pay more attention to the importance of discussion. They might perform better when providing peer feedback. Sometimes, I felt that some students didn't feel that discussion was an important part of learning process. (Student #4)
Low	I think the evaluation criteria and methods were appropriate and fair. The teacher used different methods to evaluate the students' progress. It was good. (Student #1)

Table 4.30: Results of the interview protocol (continued)

Students' writing performance	
Student proficiency level	**Sample data from interviews**
High	My writing performance was much better. At the beginning I didn't know much about essay writing. I didn't know how to write narrative, descriptive, and expository essays. But after taking the course, I learned a great deal on how to write these genres. It also helped me realize the importance of aspects of writing and be more aware when writing. I feel that these aspects of my writing were also improved. (Student #3)
Intermediate	I think my writing performance was better. I was more careful and aware of my writing work. When I compared my first writing with the last one, my last writing was much better. It contained fewer errors than the first one. It was more quality. (Student #4)
Low	I think my writing performance was better. But one thing I could see that I had improved was my vocabulary. I think I learned and had more vocabulary than before. I also got more ideas to write. Before taking this course, I didn't have ideas to begin my writing, but this course helped me think and generate my ideas a lot better than before, for example, the ideas to write something about the Internet. The outline part did help me generate ideas better. Thus, the course helped me in terms of developing thinking process. (Student #1)
The developed course	
Student proficiency level	**Sample data from interviews**
High	I liked the developed course. It was very useful. Not only that it helped me improve the overall of the essay, but also improved each paragraph of the essay. The course really helped me think deeper than before. (Student #8)
Intermediate	I liked this course and it was totally beneficial. It was really important to my future career. I could also use these skills to take examinations or further my study. (Student #4)
	Overall, I liked this course. At the beginning, I didn't like writing because I thought it was difficult. But after taking course, it helped me gain more writing knowledge and I started to like it more. The course was beneficial as well. It helped me improve my writing in every aspect of writing. (Student #6)
Low	Overall, I liked the developed course. It was very useful for my future career. My thinking skills were also improved, both writing and reading. (Student #2)

It can be summarized from the interview protocols that the students had positive attitudes toward the developed course. They thought that the objectives and content were useful and appropriate. The teacher also explained the objectives of each lesson clearly. The content was relevant to the objectives, enabling them to improve their English essay writing skills and achieve their goals.

The activities and exercises were also useful and appropriate. They could learn and practice through the activities and exercises. They learned to think more critically and help each other through the activities and exercises. The activities provided them chances to detect specific errors that normally occurred in writing, and this helped them revise and edit their work better.

Moreover, the teaching methods were useful and appropriate. The teaching methods helped them think more critically and carefully before writing. They revealed that the teaching methods helped them know every aspect that they should know in writing. Their work was more focused, and ultimately, their English essay writing skills gradually improved.

4.4.4 Teacher log

The teacher log was used as one of the research instruments to record the overall students' behaviors (i.e., motivation and interaction), the activities held in classroom, problems and successes found during the course of study (i.e., critical reading, self-monitoring, and peer feedback), and how the problems were dealt with. The researcher recorded on these elements every week throughout the course of study. The findings from the teacher log are as follows.

1. Overall students' behaviors

In terms of the students' behaviors, the researcher observed the students' behaviors based on two areas: motivation and interaction. In the classroom, the students were arranged to sit together with their partners, but they could move around the classroom to talk to other friends if they wanted to as well. However, most of them remained at the seats and worked with their partners throughout the course.

In terms of motivation, overall, it was found that the students' motivations were good. Most of them listened to the teacher attentively, took notes, answered the questions, and always underlined important keys. Overall, the students were interested in the course, especially when they had to work on their drafts. They were very

determined to work and revise their drafts as they expected to have quality work, and ultimately, have good scores. Most of the high proficiency and intermediate students seemed to try their best to make annotations and give peer feedback as well. Whenever they were not sure about their annotations and peer feedback, they would re-check with their partners, books, or ask the teacher whether they were clear.

On the other hand, a few students were not quite motivated to learn, particularly those with low abilities. They, sometimes, sat still and did nothing. These students normally sat at the back of the class and checked on their mobile phones from time to time. These students tended to work very slowly as they had to always check the meanings of the words from dictionaries. Therefore, the teacher had to walk around and encourage them to be more motivated to learn. Sometimes, the teacher had to help them individually by explaining points that were not clear and giving some compliments to them to boost their confidence and motivation.

In terms of interaction, it seemed that the students were very interactive. Because the activities, i.e., making annotations and providing peer feedback, encouraged the students to interact and collaborate with one another by nature, most of them discussed and exchanged ideas a lot. Throughout the course of study, they also asked the teacher questions whenever they did not understand. Those who did not ask the teacher directly tended to ask and interact more with their peers. They usually compared their answers with their peers so that they would feel more confident about their answers. They enjoyed discussing and interacting with their peers. As the researcher could see during the time they had to do the tasks, especially during the internalization and independent performance stages, they helped each other evaluate the texts, shared their answers, asked questions, and commented on each other's work. The students did this in Thai. Interestingly, at the beginning of the course, the low proficiency students tended to interact and collaborate with their peers more than the higher proficiency ones. Sometimes, they even interacted with more than one person. It seemed that these students were not very confident with their answers so they might think that interaction could be one way to help them gain more confidence in their answers. The following were examples of the students' interactions:

Is it better to use this idea instead? (Student #9 – High – Week #5)

Is it better to use this one instead? (Student #6 – Intermediate – Week #5)

What do you mean by this one? ...no, you have to ask about the thesis statement. It is more important. (Student #5 – Intermediate – Week #11)

What do you mean by this one? I don't understand. (Student #2 – Low – Week #2)

Is this correct? (Student #7 – Low – Week 3)

2. Activities

Overall, the activities went smoothly. The students understood what they had to do for each activity. They also seemed to enjoy the overall activities, and they thought that the activities were very useful and interesting. One of the activities that the students actively participated in was the essay discussion. This activity was done by discussing strengths and weaknesses/problems of the essays as well as the students' writing with the whole class. This activity provided the students with a chance to express their ideas, evaluate the essays, learn from others' strong and weak points, and be able to revise and edit their work in a more careful way. Furthermore, the researcher observed that the students showed progress on the outlining activity. They followed the writing process well and were better able to provide key ideas to include in their writing. They could also eliminate unnecessary ideas from their writing, making their first drafts contain valid and relevant ideas.

The activity that did not go as planned, however, was the reading activity. Although the teacher taught the students to evaluate the texts and tried to look for major problems based on the writing aspects, some students, irrespective of proficiency level, had to translate almost every word. This revealed that they did not know much vocabulary. Thus, this took more time than the researcher had planned and it sometimes prolonged the process of teaching and learning. Sometimes, the teacher had to give them more time to read and remind them regularly to focus on key elements of writing or try to guess the meanings of the words from context clue rather than translating every word. The teacher asked why they spent too long time reading the texts and the following were examples of the students' responses toward the question:

I had to check for the meanings of the words. Some words were difficult. (Student #4 – Intermediate – Week #11)

I did not know much vocabulary. I had to check for their meanings from a dictionary in my mobile phone so I could understand more about the texts. (Student #7 – Low – Week #2)

3. Problems found during the course of study

It was found that the students had problems in two major areas: reading critically and making annotations and giving peer feedback. Throughout the course of study, it was found that the students were not able to read critically so they took too much time reading the texts. The low and intermediate proficiency students in particular had problems reading the texts critically because their lack of vocabulary and grammatical knowledge. Some students did not know how to evaluate the texts. They focused on surface levels such as language use and mechanics rather than content and organization. Although the teacher taught them to skim, scan, and evaluate the texts step-by-step with examples, they still could not master and resorted to their own style of reading, which was reading to get the details instead of major points. When the researcher asked the students how they felt about the reading, some of them reported that:

I think the language use and mechanics were important aspects to me. (Student #5 – Intermediate – Week #4)

I did not know the grammar and vocabulary so I had to look up for words in the dictionary and searched on Google, or books. (Student #1 – Low – Week #14)

Regarding problems with making annotations, it was found that students, in general, had difficulties making annotations on vocabulary, language use, and mechanics, especially the low proficiency students and even some of the intermediate and high proficiency students. These aspects of writing required specific language skills so naturally, it was a major problem with not only the low proficiency students, but also some of the more advanced students. They felt unsure about the annotations they made. From the observation, they felt that something was wrong in their writing, but they did not know where and how to question about it specifically. In other words, they did not have the language knowledge to be able to ask specific questions. Although they were allowed to annotate in Thai, they still found it difficult to make good annotations. Also, they were not quite sure if their partners would understand the questions. Hence, these students performed poorer than the higher proficiency students when making annotations.

Because of difficulties with making annotations on the vocabulary, language and mechanics, the intermediate and low proficiency students were dependent upon support. They would rely on and follow the examples given in the handouts and ask for help from the teacher, their partners, or other peers. On the other hand, the high proficiency ones were more independent. They would prefer to cope with the problems they had on their own or ask the teacher from time to time. This observation was also aligned with what that the students reported in their logs about methods that they used to cope with the problems when making annotations.

In terms of problems with giving peer feedback, the findings were quite similar to those of making annotations, in terms of clarity of the feedback and dependency. It was found that the quality of the students' peer feedback was poor on vocabulary, language use, and mechanics. Although the students addressed the annotations, their feedback was quite broad and not very useful. Hence, it might be assumed that unclear annotations, somehow, affected the quality of the peer feedback. Also, the students, particularly those with intermediate and low proficiency levels depended upon the handouts and teacher's help throughout the course of study. Although the teacher encouraged them to gradually reduce the use of these materials and asked them to think and cope with the problems on their own, these students still followed and used the ideas of the examples without engaging critically.

Another problem that could be observed at the beginning of the course was that the students seemed to lack confidence in their feedback, especially the lower proficiency students. On the other hand, the high proficiency students were more confident in their feedback from the beginning of the course; however, they still preferred the teacher to provide feedback to them because they were quite concerned with their scores.

4. How the problems were dealt with

To solve the problem of not being able to read critically, the teacher reviewed on how to evaluate the texts. This was done by helping the students identify the thesis of the text and guiding them what was going to happen in the text (e.g., asking them about topic sentences and examples provided in the text). This helped the students, to some extent, to question and make assumptions about the text and focus on main idea rather than linguistic features.

To solve the problem of taking too much time reading, the teacher provided meanings of some important vocabulary. This helped, to some extent, to reduce reading time. Moreover, the teacher gave the students about five to ten more minutes to read. Instead of rushing them, the teacher slowed down a bit and let the students feel more at ease to think carefully. Although this prolonged the process of teaching and learning, it was likely to lessen their stress and motivate them to learn. However, a much better way may have been to provide shortened texts to the students.

To solve the problem of not being able to annotate and give peer feedback on global aspects, the teacher found it useful to discuss the text and the annotations and peer feedback with the students (i.e., student-teacher conferencing, small group of 2-4, and whole class). It seemed that students of all levels showed better understanding when the teacher discussed with them, especially through student-teacher conferencing and small group. On the other hand, as reading activity sometimes prolonged teaching time, the teacher encouraged the students to quickly annotate and give peer feedback. This method was not so useful as it made the students feel frustrated and stressed.

To solve the problem of not being able to annotate and give peer feedback on the local aspects, the teacher found it useful to have student-teacher conferencing. However, the teacher did not often conduct this kind of discussion as it required a lot of time and energy. Instead, the teacher conducted group and whole class discussion. Thus, it did not seem to be so useful, especially with the intermediate and low proficiency students. Moreover, the teacher sometimes encouraged the students to quickly annotate and give feedback on local aspects to save teaching time. However, this method did not seem to be very useful as well.

5. Successes found during the course of study

With regards to successes of teaching critical reading and implementing the self-monitoring and peer feedback strategies, there were successes in two main areas. First, the understanding of the basic critical reading process (i.e., determining the purpose of the text, making some judgments about context, examining how the text is organized, examining the evidence, and evaluating the text) and the ability to evaluate essays and their writing of the high proficiency students. The students mentioned they understood how to skim, scan, question, and evaluate the texts because they had studied these before. The only problem was that they did not know the vocabulary so they needed

more time to understand the texts. Thus, in terms of the critical reading process as mentioned earlier, the students understood. The teacher asked the students whether or not they knew how to read critically. One of the students mentioned that:

Yes, we used to study this from the previous reading course. (Student #3 – High – Week #1)

It was also found that the high proficiency and a few of the intermediate students tended to be more critical than the low proficiency students. One of the high proficiency students said:

You should look at the thesis statement first because this was the main idea of the essay. You should think about how the teacher taught us to write the thesis statement. (Student #9 – High – Week #13) (A friend suggested her partner to read more critically.)

One of the intermediate students said while he was reading his essay that *"I think something is wrong in my text, but I'm not quite sure. Look at this sentence, do you see anything wrong?* (Asked his partner.). *Is it the verb tense?"(Week #12)* Although his assumption was made on grammar, he attempted to question and evaluate what was concerned to him and come up with an annotation.

The second success was regarding the implementation of the strategies, it was found that students of all levels were able to self-monitor on content and organization. Also, a few of the high proficiency and intermediate students could annotate well on vocabulary, language use, and mechanics. Some of their annotations on these three aspects were quite good, stating specific problems found in or concerns with their writing such as words to be used in their writing, verb tense, spelling, and punctuation marks. Thus, the findings suggest that the self-monitoring strategy could be useful for not only the high proficiency, but also the intermediate proficiency students.

It was also found that the students could annotate on both the local, although some were not specific, and global aspects in English. At the beginning of the course, most students annotated in Thai. However, toward the end of the course, it was found that most students annotated in English. Despite its difficulty, they understood how to make annotations and could, mostly, come up with average quality annotations on content and organization. They understood how to use the self-monitoring checklist and

examples of annotations and the benefits of the strategy in this writing course. One of the students said:

I think self-monitoring was a good and beneficial strategy. It helped me think a lot and be more careful about my writing. (Student #8 – High – Week #14)

In terms of the success implementing the peer feedback strategy, first, it was found that the teacher out-of-class workload was reduced, approximately 5-6 hours a week because the teacher did not provide written feedback in all drafts to the students. Instead, the teacher provided oral feedback by facilitating and discussing with them in class. The students revised their work using only feedback from peers. Second, a few higher proficiency and intermediate students were able to provide feedback that benefited their peers as well. Finally, toward the end of the course, the intermediate and low proficiency students explained and discussed their feedback more than they did in the beginning of the course. In other words, they collaborated and helped each other more actively. Thus, they gradually demonstrated increased confidence in providing constructive peer feedback. One of the students reported that:

I think that the peer feedback strategy was beneficial. It helped me think and share ideas with my friends more actively. Sometimes my friend got ideas that I was not aware of and I could use those ideas to help me write better in my own essays. (Student #4 – Intermediate – Week 14)

Table 4.31 on the following pages summarizes what had been found from teacher log during the course of study. It is worth noting that the intermediate and low proficiency students shared quite similar problems and successes. Thus, they were put into the same group in this Table.

Table 4.31: A summary of what had been found from teacher log

Student proficiency level	Strategy and reading	Problems found	Actions taken to handle the problems		Successes found
			Successful	Not so successful	
High	**Self-monitoring**	Some had difficulties with making annotations on vocabulary, language use, and mechanics	Discussed annotations with them individually, in small groups, or with the whole class	Encouraged them to make annotations quickly	1. Could annotate in English on content and organization 2. A few could annotate well in English on vocabulary, language use, and mechanics
	Reading	1. Not much critical reading skills 2. Took too much time reading the texts	1. Helped and guided them by asking some questions 2. Gave them more time to read	Gave meanings of some words	Improved critical reading skills
Intermediate and Low	**Self-monitoring**	1. Had difficulties with making annotations on vocabulary, language use, and mechanics 2. Depended much upon the handouts, teacher, and partners	Discussed annotations with them individually and in small group	1. Whole class discussion 2. Encouraged them to make annotations quickly 3. Encouraged them to reduce the use of the handouts	1. Could annotate in English on content and organization 2. Some intermediate students could annotate in English on vocabulary, language use, and mechanics (e.g., word choice, verb tense, spelling)
	Reading	1. Not much critical reading skills 2. Took too much time reading the texts	1. Helped and guided them by asking some questions 2. Gave them more time to read	Gave meanings of some words	A few intermediate students improved critical reading skills (e.g., formulating questions/making assumptions in the texts)

Table 4.31: A summary of what had been found from teacher log (continued)

Student proficiency level	Strategy and reading	Problems found	Actions taken to handle the problems		Successes found
			Successful	**Not so successful**	
High	**Peer feedback**	Some had difficulties with giving peer feedback on vocabulary, language use, and mechanics	1. Discussed with them individually or in small groups 2. Displayed good peer feedback and discussed it with the whole class 3. Gave them compliments	1. Encouraged them to give peer feedback quickly 2. Asked them to continue their work out of class	1. Reduced teacher workload on giving written teacher feedback (Approximately 5-6 hours a week) 2. Could give peer feedback in English on content and organization 3. A few could give useful peer feedback in English on vocabulary, language use, and mechanics
	Reading	1. Not much critical reading skills 2. Took too much time reading the texts and partner's texts	1. Helped and guided them by asking some questions 2. Gave them more time to read	Gave meanings of some words	Improved critical reading skills

Table 4.31: A summary of what had been found from teacher log (continued)

Level	Strategy and reading	Problems found	Actions taken to handle the problems		Successes found
			Successful	**Not so successful**	
Intermediate and Low	**Peer feedback**	1. Had difficulties with giving peer feedback on vocabulary, language use, and mechanics 2. Depended much upon the handouts, teacher, and partners 3. Lacked of confidence in their feedback	1. Discussed peer feedback with them individually and in small group 2. Gave them more time to read 3. Gave them compliments	1. Whole class discussion 2. Encouraged them to give peer feedback quickly 3. Encouraged them to reduce the use of the handouts 4. Asked them to continue their work out of class	1. Reduced teacher workload on giving written teacher feedback (Approximately 5-6 hours a week) 2. Could give peer feedback in English on content and organization 3. Some intermediate students could give useful peer feedback in English on vocabulary, language use, and mechanics (e.g., word choice, verb tense, spelling) 4. Verbally elaborated and discussed the feedback more actively 5. Demonstrated increased confidence in providing constructive peer feedback
	Reading	1. Not much critical reading skills 2. Took too much time reading the texts and partners' texts	1. Helped and guided them by asking some questions 2. Gave them more time to read	Gave meanings of some words	A few intermediate students improved critical reading skills (e.g., formulating questions/making assumptions in the texts)

To conclude, according to the teacher's observation, it was found that the self-monitoring and peer feedback strategies appeared to benefit most of the students. However, students, particularly the low proficiency students, were found to have

difficulties with reading critically, making annotations specific, and making peer feedback clear, especially on vocabulary, language use, and mechanics. The teacher attempted to take actions to minimize the problems; however, these students continued to have such problems. Although data suggested that difficulties were also found during the course of study, most of the students were positive with the lessons. They felt motivated and interacted actively in class. Lessons and activities that they received somewhat have enhanced their writing performance and created awareness when writing different genres as a process as well as reading critically. They showed their progress in writing essays and improved critical reading skills and more or less were able to make annotations and provide peer feedback on content and organization.

4.5 Summary of the findings

Findings obtained from various research instruments using both quantitative and qualitative methods in order to design, implement, and determine the effectiveness of the English essay writing course based on the SMPFS, they can be summarized below.

Research question 1: What are the English essay writing skills needed by Thai undergraduate English for International Communication students and their teachers?

It was found from the needs analysis questionnaire that vocabulary, language use, and content were the three major problem areas for students. Revising and editing were also their urgent needs. However, teachers felt that language use, organization, and content were their problems, while the drafting or writing stages were their most problematic.

In terms of essay genres, students felt that the three most important genres were expository, descriptive, and reports, while those that were problematic for them were reports, argumentative, and narrative respectively. Teachers, however, felt that the three most important genres for students were descriptive, narrative, and expository, while those that were most problematic were descriptive, expository, and argumentative.

In terms of aspects of feedback, students revealed that language use, organization, and content were the three most provided feedback by teachers, while their most urgent needs were language use, vocabulary, and content respective. On the other hand, teachers revealed that they provided feedback most on language use,

vocabulary, and content respectively and also thought that students needed to ask questions in their writing on all writing aspects equally.

Regarding opinions on the characteristics of an English essay writing course, students felt that teachers should focus on revising and drafting stages, while teachers also felt that revising stage should be emphasized when teaching.

In terms of the self-monitoring strategy, both students and teachers felt that students should be able to write their own work independently and read critically.

Regarding the peer feedback strategy, both students and teacher also felt that students should be able to help each other give feedback and read and learn from each other's work.

In terms of teaching materials, both students and teachers felt that PowerPoint presentations, VDO clips, and tailor-made textbook should be used in classroom.

In terms of evaluation methods, students revealed that teachers should use exercises, pair discussion, and writing tests as evaluation methods. However, teachers felt that writing tests, portfolios, and student logs should be used to assess the students.

Results from the open-ended part revealed that students needed to study with no pressure and stress. Teachers should focus on their major writing problems, i.e., vocabulary and language use, but they should not assign too much work to students. On the other hand, teachers felt that extra exercises should be given to students for more practice, and evaluation methods should match the objectives of the course.

Based on the results from the interviews, similar responses were also found as those revealed in the questionnaire in terms of writing problem areas, essay genres, feedback, and pair work. Results on these aspects probed further that constructive feedback was important for students to facilitate them to revise their work, and pair work could be an activity that helped them get different ideas doing so. Although data in the questionnaire suggested that critical reading and checking own work were important elements for students in writing, results from the interviews disclosed that students did not read critically or check their own work well. Thus, self-monitoring and peer feedback were strategies incorporated into this course to foster independence and collaboration.

Research question 2: How can an English essay writing course based on the self-monitoring and peer feedback strategies (SMPFS) be developed to enhance the

English essay writing performance of English for International Communication students?

The course was developed by using Graves (2000) framework and taking students and teachers' needs into consideration, incorporating them into the design and development stages, keeping the context into consideration.

The context of this study was third-year students with intermediate and low intermediate levels. The average age of the students was between 20 and 23 including male and female. They were pre-adults and going to be trained in workplaces. Thus, the researcher believed that English writing should relate to their background and future work. Writing should be taught to students as a process by focusing on three important genres, namely, narrative, descriptive, and expository on both global and local writing aspects. They should be able to improve their critical think skills and work independently and collaboratively. Thus, the objectives of the course were set to encourage them to perform these skills, incorporating them into teaching and learning in four stages: introduction, modeling, internalization, and independent performance.

A 15-week course was designed. Each lesson plan followed these four stages orderly. Teaching and learning materials including a tailor-made textbook, worksheets, checklists, examples of annotations and peer feedback, and rating scales were employed throughout the course of the study. Formative assessment involved students' writing drafts, while summative assessment involved the pre-test and post-test.

Research question 3: What is the effectiveness of the English essay writing course for English for International Communication students developed based on the SMPFS?

It was found that the English essay writing course developed based on the SMPFS was effective. This could be seen from the post-test essay writing mean score that was significantly higher than the pre-test mean score (t = 8.68; p = .000). Moreover, the mean scores of the students' annotations (t = 7.53; p = .000) and peer feedback (t = 3.10; p = .002) in the post writing essays were significant. The mean scores of the students' final drafts in narrative, descriptive, and expository essays were higher than 65 points (Narrative = 65.07; Descriptive = 68.4; Expository = 67.45). This suggests that the students made progress in their English essay writing and were able to develop their annotations and provide peer feedback on content and organization to improve

their work. Regarding these results, the first hypothesis of this study stating that the essay writing mean score in the post-test of the EIC students who were taught with the SMPFS English essay writing course was significantly higher than the pre-test mean score was accepted.

Research question 4: What are the students' attitudes toward the English essay writing course developed based on the SMPFS?

According to the results of the questionnaires, student logs, interviews, and teacher log, it can be summarized that the students had positive attitudes toward the developed course. The results from the four-point Likert scale questionnaires indicated that the students were positive toward the objectives and content of the course in helping them improve their English essay writing skills. They were satisfied with the overall activities and exercises and the teaching methods. Moreover, the students had positive attitudes toward the self-monitoring and peer feedback strategies implemented in a process writing course. They were satisfied with the teacher's preparation, friendliness, and the evaluation criteria. Overall, they revealed that the developed course was useful with the average mean of 3.67 or 91.75%.

In addition, results from student logs and interviews suggested similar results as revealed in the questionnaires. The students were found to have positive attitudes toward the developed course. Thus, the last hypothesis of this study stating that the results of the questionnaire, student logs, and semi-structured interview indicated positive attitudes of the students toward the overall course at the end of the course of study was accepted.

However, the researcher could observe that students, especially the low proficiency students had problems with critical reading. They did not know how to make judgments and evaluate the texts. These students read to understand the whole text instead of focusing on the main idea and details that supported it.

Moreover, students were found to have difficulties with making annotations and giving peer feedback on vocabulary, language use, and mechanics. They depended upon the handouts throughout the course of study. They rechecked with the teacher and their peers whether their annotations and peer feedback were correct. Although students' problems were found in this study, the students were generally satisfied with the developed course as well as the whole process conducted in this course. The results

were then in line with the results from other research instruments showing students' positive attitudes toward the SMPFS course.

CHAPTER V
SUMMARY OF THE RESULTS, DISCUSSION, IMPLICATIONS OF THE FINDINGS, LIMITATIONS OF THE STUDY, AND RECOMMENDATIONS FOR FUTURE STUDIES

This final chapter presents the summary of the results, discussion of the findings, implications of the findings, limitations of the study, and recommendations for future studies. Both practical and theoretical justifications regarding the outcomes of teaching and learning essay writing through the self-monitoring and peer feedback strategies are discussed. It also implies how the findings may be applicable in similar contexts as well as points out limitations of the study and issues that require future research.

5.1 Summary of the results

The objectives of the study were to investigate the needs of English essay writing skills of Thai undergraduate EIC students and their teachers; to develop an English essay writing course based on the SMPFS to the enhance English essay writing performance of EIC students; to investigate the effectiveness of this writing course developed based on the SMPFS; and to explore the students' attitudes toward this developed English essay writing course. This study was a one-group pre-test-post-test research design. The research procedures consisted of three phases: needs analysis, course development, and course implementation and evaluation (main study). A summary of the results is provided below.

5.1.1. To investigate the needs of Thai undergraduate EIC students and their teachers on English essay writing skills

A needs analysis study aimed to determine the problem areas in writing, challenges in writing genres (i.e., narrative, descriptive, expository, argumentative, and reports), aspects of feedback (i.e., content, organization, vocabulary, language use, and mechanics), opinions on the characteristics of an English essay writing course (i.e., teaching, self-monitoring, peer feedback, materials, and evaluation) that is expected by the designated group of students and teachers, and other suggestions for the

development of the course. It investigated the needs of 30 third-year students and five teaching staff in the first semester of the academic year 2015 at Rajamangala University of Technology Isan, Khon Kaen Campus. The research instruments were questionnaires and interview questions. The questionnaire was conducted first and then followed by the interview. Nine students (three high, three intermediate, and three low level) and three English teaching staff (one less than five years of teaching, one between six and ten years of teaching, and one more than ten years of teaching) were interviewed to obtain in-depth information beyond the data from the questionnaires. The data analysis employed both quantitative and qualitative methods using descriptive statistics and content analysis. The results of the needs analysis can be summarized as follows:

1. The majority of students felt that language use, vocabulary, and content were their major problems in writing, while the teachers felt that students' writing problems were language use, organization, and content.

2. The most important essay genres for students were expository, descriptive, and reports, while the teachers thought that descriptive, narrative, and expository were important. In terms of problems with genres, the majority of students felt that reports, argumentative, and narrative were the most problematic for them, while the teachers felt that descriptive, expository, and argumentative were students' problems.

3. The most problematic stages during the process of writing, according to students, were drafting and revising.

4. Feedback that the majority of students felt they received from their teachers most was on language use, organization, and content, while they revealed that they actually needed feedback from teachers on language use, vocabulary, and content. On the other hand, it was found that teachers provided most of the feedback on language use, content, and vocabulary.

5. The majority of students and teachers revealed they needed the course to provide opportunities for students to read critically, work independently, and learn collaboratively. It should also stimulate students to study without pressure and stress.

6. The students and teachers expected that different activities, exercises, and evaluation methods be provided in the course, for example, pair work, discussion, reading and writing exercises, and writing tests.

7. Teaching and learning materials such as a tailor-made textbook, PowerPoint presentations, and VDO clips were expected to be used in classroom and be related to their local background knowledge.

5.1.2 To develop an English essay writing course based on the SMPFS to enhance EIC students' English essay writing performance

The course was developed using the course development process proposed by Graves (2000). The process involved identifying the context, articulating the beliefs, conceptualizing content, assessing needs, formulating goal and objectives, organizing the course, developing materials, and designing the assessment plan.

The results of the needs analysis were used to develop the course. The goal and objectives were set for the students to write three genres of essay: narrative, descriptive, and expository using appropriate language and content. Course content on the process of writing and essay genres, activities and exercises on critical reading, making annotations, and giving peer feedback together with the use of different course materials were incorporated into teaching and learning. Formative and summative assessments were included as a plan to assess the students' writing performance.

In addition, the course was organized by adapting the six stages of teaching essay writing strategies proposed by Mason (2008) into four stages, namely, introduction, modeling, internalization, and independent performance. Thus, a 15-week course was designed based on these four stages. Seven lesson plans, course materials, and research instruments to be used in the main study were tried out to examine their effectiveness and drawbacks. After the pilot teaching and adjustments of the instruments, the developed course was implemented in the main study.

5.1.3 To investigate the effectiveness of the English essay writing course developed based on the SMPFS

To investigate the effectiveness of the course, it was implemented on 30 third-year students who enrolled in the English essay writing course in the first semester of the academic year 2016 (from mid-August to mid-December) at the EIC Department, Rajamangala University of Technology Isan, Khon Kaen Campus. The pre-test and post-test were used to evaluate the students' writing performance. It was found that the post-test essay writing scores were significantly higher than the pre-test scores ($t = 8.68$; $p = .000$). Moreover, there were significant differences of the mean scores of the

students' annotations (t = 7.53; p = .000) and peer feedback (t = 3.10; p = .002) in the post writing essays. The mean scores of the students' final drafts in narrative, descriptive, and expository essays were also higher than 65 points (Narrative = 65.07; Descriptive = 68.4; Expository = 67.45). This suggests that the students made progress in their writing and gradually developed their abilities to self-monitor and provide peer feedback because of the SMPFS essay writing course.

5.1.4 To explore the students' attitudes toward the English essay writing course developed based on the SMPFS

To explore the students' attitudes toward the SMPFS course, questionnaires, student logs, interviews, and teacher logs were employed as the research instruments. The students were asked to write their logs based on the provided questions every week until the end of the course of study, while the researcher observed their overall behaviors as well as problems and successes found during the instruction. At the end of the course, the students were asked to do the questionnaires and then followed by the interviews to obtain in-depth information.

It was found that the students in general had positive attitudes toward the SMPFS course because they revealed that the course was useful with the average mean of 3.67 or 91.75%. During the teacher's observation, although students' problems were found with reading critically, making annotations, and giving peer feedback on vocabulary, language use, and mechanics, they addressed in their logs and revealed from the interviews that they were satisfied with the course and its components.

To conclude, based on the quantitative and qualitative findings which were shown in this study, it can be said that the English essay writing course developed based on the SMPFS was to a certain extent effective in enhancing English essay writing performance of EIC students.

5.2 Discussion of the findings

Discussion of the findings is divided into four parts: needs analysis results, course development and design of the course, effectiveness of the course, and the students' attitudes toward the course.

5.2.1 Needs analysis results

Student's background

Firstly, it can be noted from demographic evidence that the number of years students studied English did not guarantee the quality of students' writing skills, suggesting that writing courses are much needed especially in earlier years of study. A number of studies have demonstrated that students learn better when they were exposed to English since a young age. For example, Hakuta, Butler & Witt (2000) studied how long students took to attain proficiency and found that students who were exposed to English when they were younger tended to perform better in English. Thus, it is necessary to emphasize the importance of such a course starting from a younger age – not just at the university level, but also secondary school and even elementary level, where self-monitoring and collaborative learning should be instilled.

Another point found from the demographic information was the possibility that students overestimated themselves in their writing skills. The majority of them (60%) thought that they were fair in writing; however, many (43.3%) obtained the D grade in their previous writing course. To support this, also was one comment a low proficiency student made that they did not really check their own work because they thought everything was correct already. This is another piece of evidence that shows some students may tend to overestimate themselves. A previous study by Phakiti (2005) on the nature of and factors affecting test takers' calibration within the context of an English placement test showed that if students could not make an accurate evaluation of their own skills, the tendency was they would not be able to improve their skills, since the ability to gauge their skills was inaccurate. In other words, students who could estimate their own skills accurately were more likely to improve faster than those who inaccurately estimated their own ability level. Thus, a course that facilitates students to self-monitoring their own writing such as the one in this study is needed as it may help students estimate their writing skills based on what they see from their work better.

Matched needs

Evidence from Part III of the questionnaire showed that both teachers and students realized the importance of reading critically, writing as a process, writing independently (i.e., write, revise, edit own writing), and working with peers. Both counterparts saw the importance of critical reading, checking their own work, and

working collaboratively. However, some students, during the interviews in the main study, said that they had never been taught the way they were in the present writing course before and they found it different and useful. This suggests that although participants realized the benefits, students had never actually been exposed to writing as a process where they actually had to check their own work and work closely with peers, while teachers perhaps have never exposed their students to such opportunities as it could be quite challenging to implement in larger classes and more so in classes where all four skills are taught.

Previous studies (e.g., Sadeghi & Baneh, 2012; Toofan, 2014; Xiang, 2004) on the self-monitoring and peer feedback strategies in a process writing course showed that teachers have to provide sufficient and explicit training to students in order to instill them self-monitoring and peer feedback skills; otherwise, they might not be able self-annotate and give peer feedback, especially on content and organization. Thus, although it may take time and preparation, it may be important to develop a course based on the self-monitoring and peer feedback strategies to help students read critically, work independently, and learn collaboratively.

Another matched need referred to choosing partners for peer feedback. Both students and teachers thought that students should be the one to choose their own counterparts, as working with a close friend may help them feel more relaxed. Students may be able to communicate with each other more openly. Yang *et al* (2006) found that allowing students to choose own partners was preferred by most EFL students because it could establish more trust and rapport among them. However, Gielen, Peeters, Dochy, Onghena and Struyven (2010) suggested teachers match students with the same level of proficiency or with equal status to encourage students to gain more trust from their peers. Although these studies suggested different methods of choosing partners to cater to most of the students and teachers' needs, students were allowed to choose their own partners in this study.

Mismatched needs

Evidence from Part II of the questionnaire shows that students' writing problems and feedback given by teachers were mismatched. Students felt an urgency for feedback on vocabulary, language use, and content during the revising/editing stage, while teachers felt that students had problems on language use, content, and

organization during drafting/writing stage, so they provided feedback on these aspects more. In other words, students viewed their problems more on local than global aspects, but teachers viewed students' problems on both local and global aspects. Although previous studies showed that students preferred feedback on content and ideas as well, they most preferred to receive explicit feedback on local aspects, especially high proficiency students (e.g., Lee, 2008; Leki, 1991). In this study, there are two possible explanations for this mismatch.

Firstly, it is possible that students may not yet realize the importance of content and organization. Due to their lack of language knowledge, they may believe that language is priority; however, language could not exist without content. Another possible explanation for this mismatch is that teachers did not emphasize the importance of content and organization – that they are equally important and, in fact, perhaps more important than language use, since if students had nothing to say, they would not need language.

Similarly, previous studies (e.g., Cresswell, 2000; Storch & Tapper, 1996; Xiang 2004) showed that students focused on linguistic features when writing, as in their studies teachers did not emphasize the importance of content and organization to students. This may be due to misunderstanding and not effectively communicating between teachers and students. Thus, being able to have the same understanding of the nature of writing skills is necessary and it is the teacher's responsibility to ensure students understand at the very beginning of a writing course.

Another mismatch between teacher and student was on the aspects of writing they thought were important to them. Students felt vocabulary was of most importance, while teachers thought that content was of urgency. From this we can tell that there is dire need to provide students with sufficient input to assist them to acquire more vocabulary. In other words, reading passages should be sufficiently provided as samples/models to help students expose to a variety of vocabulary and different writing styles to help them write better. Research (Renandya, 2007) found that if students read a lot, they would be able to pick up a lot easier than those who read little. Thus, to cater to both students and teachers' needs, any writing course should make sure to include both local and global writing aspects, emphasizing the importance of both.

One further mismatch was on the belief of feedback. This was evidenced from the interviews which showed that students felt that teacher was the only audience who would eventually gave feedback to them. Some students mentioned that they did not really check their own work because the teacher would give feedback to them anyway and that they could check and revise their work after they received feedback from the teacher. This suggests that students might have a misconception that teacher was the only audience. They were not quite aware that writing was done for a wider audience. Also, responsibility of students was not strongly instilled even though both students and teachers agreed that autonomous learning was important. Hence, it is possible to say that students had always been given teacher feedback to improve their writing continuously. They had never been exposed to collaborative writing, where peers read their work and gave feedback to them. Hyland (2000) suggested that teacher should encourage students to take more responsibility for their own writing, allowing them to decide to make use and sources of feedback. Thus, it is important to make sure that students' responsibility is encouraged and they truly understand that writing is done for a wider audience.

Finally, evidence from Part III of the questionnaire showed that there was a mismatch of needs between students and teachers in terms of learning material. Students wanted learning material such a textbook to be partly developed based on local context; however teachers preferred a tailor-made textbook. This suggests that there was misunderstand between students and teachers on the importance of authentic learning material. Teachers might see the importance of material that related to students' background, while students might feel that commercial text could be more interesting. Studies (Diebowski, 2014; Firmansyah, 2015) showed that authentic material was more beneficial and interesting than non-authentic material. This was because students could better relate to material that was specially made for them. Thus, it is important to design a course that emphasizes using material that is authentic or at least partly authentic to benefit most students. Although, in this study, the textbook was tailor-made, some examples and exercises were adapted from commercial textbooks to cater to students' needs as well.

So it seems that, based on the findings in the previous studies as well as in this present study, where students not only wanted to be able to read critically, check their

own writing and work closely with peers, but also saw the benefits of doing so, combining both the self-monitoring and peer feedback strategies into a process writing course worked in a positive way for both teacher and students, exposing the students to the self-monitoring and collaborative learning tasks using a tailor-made textbook that were new to most students and that catered to their needs.

5.2.2 Course development and design of the course

The course adapted from Mason's (2008) model

This course was designed by adapting six stages of Mason's teaching model into four stages, namely, introduction, modeling, internalization, and independent performance. Evidence from student logs and interviews revealed that students found the teaching procedure to be systematic and easy to follow. A number of research studies (e.g., Santangelo, Harris & Graham, 2008; Harris & Graham, 2014) applied the same model and found that students made progress in their writing because of the model. This model is also called Self-Regulated Strategy Development (SRSD). In their studies, they followed exactly six stages, namely, developing pre-skills (background knowledge), discussing the strategy, modeling, memorization, guided practice (support), and independent performance. These researchers found that the model consistently and significantly improved students' writing performance, knowledge, strategic behavior, motivation, and perceptions. However, the model was mostly used with students with disabilities where students often faced challenges such as self-doubts, low self-efficacy, and low motivation and engagement in academic areas. They suggested that these stages could be modified and reordered based on students' needs as well as the context.

The SMPFS in the instructional model

Evidence from questionnaires, student logs, and interviews showed that the course developed based on the SMPFS in the instructional model was useful and systematic. This suggests that this writing course worked well with most of the students because it allowed them to be more critical in their writing and also fostered them to work independently and learn collaboratively. In other words, it stimulated students to learn as a social process, where they questioned about their own work, learned and helped each other to solve the problems that they found in their writing, promoting both cognitive (self-monitoring) and affective (peer feedback) domains as parts of their

learning process. Thus, the SMPFS course applying the instructional model worked well with most of the students in this kind of context.

A number of research studies on the self-monitoring and peer feedback strategies as well as theories behind the strategies (i.e., autonomous and collaborative learning) that were applied in writing courses (e.g., Cahyono & Amrina, 2016; Dobao & Blum, 2013; Hyland, 2000; Jafari & Ansari, 2012; Sarabia, Nicolas & De Larios, 2012; Storch, 1999, 2005; Toofan, 2014; Yayli, 2012) showed that students learned better when they were encouraged to take more responsibility for their own writing and collaborate with their peers. Jafari and Ansari (2012) studied the effect of collaboration on Iranian EFL learners' writing accuracy and found that students who were exposed to writing as a social process performed better, since their texts were more accurate than working individually. Dobao & Blum (2013) studied on learners' attitudes and perceptions on collaborative writing and found that most students were positive with learning actively and socially with partners. Based on findings from this present study as well as the previous research, it appeared that most students learned best in this kind of context, or as a social process, where they were more responsible for their own work and help each other to solve the problems.

Elements to strengthen the SMPFS course

Although evidence suggested that the SMPFS course worked best with most students, it did come with challenges. Evidence was found in student logs when a high proficiency student mentioned that the lessons were quite tedious as the teacher followed the same procedures in every class. It could also be observed that some students, especially the low proficiency students, who sat at the back of the class were not motivated to learn. They did not collaborate with their partners actively. From this evidence, there may be two possible reasons: 1) lessons and activities did not challenge students, particularly those who performed much higher than most students, and 2) students, especially the low proficiency students were not quite ready for the SMPFS course because of their limited language knowledge.

Research (Nett, Goetz & Daniels, 2010) has found that students tended to find lessons boring when they were engaged in activities and exercises that did not challenge them. Moreover, studies on using self-monitoring and peer feedback in writing (e.g., Chinnawongs, 2001; Lee, 2005 & 2008; Rollinson, 2000; Xiang, 2004) revealed that

low proficiency students found self-monitoring and giving peer feedback activities difficult for them to perform as they felt constrained by their weakness of English. Although it is not easy to design lessons that tailor all students, especially when their abilities are mixed, this suggests that lessons and activities might have been progressively challenging and should have catered to most students' needs, while early exposure to the self-monitoring and peer feedback strategies could be essential for students to prepare and instill them these two important skills.

Second, evidence from student logs and interviews showed that some students, especially the intermediate and low proficiency students wanted the teacher to provide more reading passages as a model so that they could see different types of essays to help them generate and organize ideas better as well as learn more vocabulary. This suggests that reading exercises were not sufficient in helping students improve their critical thinking/reading skills. It also suggests the importance of modeling stage through thinking aloud for students to see the teacher's process of thinking when the teacher teaches/models how to self-monitor and give peer feedback. Carioli and Peru (2016) studied the think-aloud approach as a tool for online reading comprehension and found that that thinking aloud technique empowered students to comprehend the texts and learn to think more critically, developing a self-regulated reading. Based on this evidence, the teacher could have modelled the students through thinking aloud process during critical reading activity as well as included more reading passages to help students read more critically, see different types of essays to help them generate and organize their ideas, and improve writing on the aspects that they were weak such as vocabulary and language use.

5.2.3 Effectiveness of the SMPFS essay writing course
Overall effectiveness of the course

The overall effectiveness of the course, as evidence shows from the results of the data, a slight improvement of students' performance was seen in their overall writing and in making annotations and giving peer feedback. This makes a case for the need of the self-monitoring and peer feedback strategies in any writing course. This is because the self-monitoring strategy allowed for students to practice not only the writing, but also in sharpening metacognitive skills. In other words, students became more aware of the process of learning how to write. Students had increasing awareness

of critical thinking/reading where ideas were more important than language, autonomous learning, and responsibility of their own writing.

Moreover, with the peer feedback strategy, students were made to realize the importance of having a wider audience and learn how to collaborate with each other when giving peer feedback. In other words, students were aware of learning writing as a social process where they read, learned, and commented on each other's work. This suggests a need for writing courses to be taught separately from four skills, or even combined with reading.

Research on the reading-writing relationship (Tierney & Shanahan, 1991) found that a combined instruction between reading and writing led to students' improvement in both reading and writing skills. Thus, this suggests that writing should be taught or combined with reading in order to help students improve their critical reading and process writing skills.

In addition, evidence that students' writing scores as well as annotations and peer feedback scores were slightly improved suggests that students in this present study might not be ready for the self-monitoring and peer feedback strategies, even though they revealed in the needs analysis that they did welcome these two strategies. Previous studies (e.g., Chen, 2009; Cresswell, 2000; Xiang, 2004) showed that self-monitoring was most beneficial to high proficiency students as they were more experienced and knowledgeable than low proficiency students. Thus, high proficiency students were able to question about their own work and learn better than low proficiency students.

Moreover, studies on peer feedback (e.g., Gielen, Peeters, Dochy, Onghena & Struyven, 2010; Yu & Hu, 2016) showed that peer feedback worked well with students of the same proficiency level or of equal status as they tended to feel more confident with the feedback given by the same proficiency level than feedback given by lower proficiency levels. As students' proficiency levels in this current study were mixed and the majority of their proficiency levels were low and intermediate levels, this perhaps suggested a very slight improvement of their scores.

This does not, however, mean that they did not gain from taking this SMPFS writing course, because the course served as a springboard where they were initially exposed to these strategies, which they might find useful in the future. However, ideally, students should be trained at an earlier stage, or even age, to be acquainted with

these two strategies. Many studies on self-monitoring (Sadeghi & Baneh, Toofan, 2014) and peer feedback (Gielen, Peeters, Dochy, Onghena & Struyven, 2010; Min, 2005) found the importance of training students to use these two strategies. They revealed that training students to self-monitor and give peer feedback was very important as the quality of their writing derived from how explicit the training was. Although they did not state exactly how long training in self-monitoring and peer feedback should be to see effective results, it perhaps suggests that training should be explicit, continuous, and early enough to instill students to self-monitor and give peer feedback more effectively.

Effectiveness of self-monitoring through quality of annotations

Evidence from post-test annotations suggested, as expected, that the high proficiency student could make good annotations. However, contrary to expectations, the intermediate students, were able to make average annotations on all aspects of writing except for, not surprisingly, language use. Some of the low proficiency students were also able to give average annotations on content and organization, although very few, it is considered a promising start.

This suggests that further training is needed, especially on how to annotate and think critically about content and organization of ideas. Studies by Cresswell, (2000), Storch & Tapper (1996), and Xiang (2004) showed that although students were more concerned with language use than content and organization when making annotations, content and organization were as important aspects as language use, or even more important, because content and organization helped readers understand the ideas of the text whereas language use only improved the quality of the text.

It also suggests that input or reading is needed for the intermediate and low proficiency students. In other words, sufficient reading activities/passages are needed to provide as an input to help students learn more vocabulary as well as activate their schemata. Renandya (2007: 142) studied on the power of extensive reading and found that reading input was important for students' learning progress, as students who read a lot and extensively, and to a longer period of time gained more vocabulary and performed better in writing, and even on grammar. Thus, it suggests that sufficient reading input is needed to provide to students to help them gain more vocabulary and

world knowledge, which would in turn provide them with a broader outlook and perhaps enable them to annotate better.

Moreover, evidence from the post-test annotations also suggests that training to notice, be specific, and be critical is needed. Xiang (2004) studied self-monitoring in writing by Chinese students. He conducted two 80-minute training sessions and found the improvement on students' writing and annotations, especially the high proficiency students. This shows that training is very important to help students be able to self-monitor because without training, students may get lost and focus on aspects of writing that are not critical.

In addition, it was seen during observation that self-monitoring seemed to boost some students' confidence, especially the high proficiency, but it is uncertain whether or not it boosted confidence in the students of lower ability. It may have had the opposite effect. Yayli (2012) studied the benefits of self-annotation in writing and found that at the beginning the students viewed self-annotation a difficult and unnecessary strategy, but they started to see the reason of doing it and gradually developed their confidence to do so. Xiang (2004) also found that self-monitoring gave students more confidence to write and improve their writing. However, they did not reveal which level of students was more confident than the other. Hence, it shows that self-monitoring boosted students' confidence, especially the high proficiency students in this study.

Effectiveness of peer feedback through quality of peer feedback

Evidence from the post-test peer feedback suggested, similar to other research (Liao & Lo, 2012; Wang, 2015), that high proficiency students can give quality feedback, as expected, on all aspects. This is obviously because the high proficiency students are more experienced, knowledgeable, and critical than the lower proficiency students. When they provided feedback, they looked for all aspects to give feedback to improve writing, as similar as when they composed and revised their own drafts, giving quality feedback to their partners. However, evidence from this study also shows that the high proficiency students did not give as much feedback on content or organization as they did on language or vocabulary. This might have been because of a lack effective questioning skills of their counterparts. As evidence from this study shows, the low proficiency students were not critical and they questioned very broadly on content and organization, giving a hard time for the high proficiency students to give detailed peer

feedback. Toofan (2014) also found that quality of students' annotations affected the quality of students' peer feedback. This means that when students did not annotate clearly, peers tended to provide feedback that was not clear and detailed.

Not much feedback on content might also have been because of a lack of practicing on mind-mapping and outlining skills for students of all proficiency levels, students could not generate or associate ideas well, and in turn, the given feedback was not detailed. A study by Davies (2011) found that mind-mapping activities such as using pictures and structured diagrams were important for students to generate ideas. Thus, mind-mapping may help students see a better picture on content so that they may question better and, in turn, the feedback may be more detailed.

For organization, as evidence from this study shows, students, especially the low proficiency students had problem with organizing their ideas. This might also have been because of the lack of effective questioning skills mentioned earlier so they questioned very broadly. It might also be because of a lack of training in flow of thoughts and students might find it difficult to decide what ideas should come first and later, so any feedback that was given, was very general or focused on an easy element such as transitions. Studies (Cahyono & Amrina, 2016; Changpueng, 2009; Zamel, 1982) showed that process of writing was important when teaching and learning writing as it encouraged students to produce a number of drafts helping them generate and organized ideas better, making their ideas flow, focused, systematic, and easy to understand. Thus, this suggests that effective questioning skills and sufficient practice on generating and organizing ideas are important elements on improving students' peer feedback.

Moreover, for evidence revealed from students' drafts, contrary to expectations, the intermediate proficiency students were able to offer only average quality feedback on content and organization and the low proficiency students were able to provide only poor quality peer feedback on content and organization. The possible reasons for this can be twofold.

On the part of the student, it is possible that students, even though working with the partners they themselves chose, might still have the "kreng jai" outlook, or being afraid of offending others, and did not want to question their friend's essay. They might feel that if they questioned their friend's essay, they might upset their feelings and make

them lose face. This is a problem found in many Asian countries, including Thailand. Studies on peer feedback (Chen, 2009; Chinnawongs, 2001; Hu & Yu, 2016; Kohlmyr, 2014) found that students, especially in Asian cultures, avoided criticizing peers' work. Instead of giving useful and straightforward feedback to their peers, students tended to provide positive feedback to save face and create harmony. This suggests that students need to understand a clear concept as well as hold beliefs of giving constructive and straightforward peer feedback.

Another reason may be, again, a lack of critical thinking and questioning skills. Students might find it difficult to make detailed annotations on content and organization as they did not have sufficient practice on reading critically, so they were not confident enough to give good peer feedback on these two aspects. This suggests that training/modeling from teachers is critical as it is likely to help students see how to read critically as well as question in an effective way, which may then boost their confidence in giving quality peer feedback. Studies (Ho, 2012; Min, 2016) on the effect of teacher modeling and peer feedback on students' peer feedback skills and their perspectives found that teacher modeling was important in improving the quality of students' skills as well as their confidence in providing peer feedback. Thus, on the part of the student, it is important to make sure that students understand the importance of giving straightforward peer feedback and practice on reading critically enough to feel confident in their feedback.

On the part of instruction, it is possible that the instruction was not effective enough to see good results on peer feedback given on content and organization. Although the students revealed that the overall instruction was explicit and systematic, the training part itself might not have been sufficient. Perhaps more exposure time was needed to train students on these cognitive aspects. A study (Min, 2016) on effect of teacher modeling and feedback on EFL students' peer review skills revealed that training was very important and it took time to improve students' peer review skills. In her study, she conducted a 4.5-hour peer review training over a period of seven weeks and found that students improved their peer review skills over a longer period (three weeks after training). So based on what Min (2016: 55) found, it suggests that it is very important to provide sufficient peer feedback training to students extended over a long

period, perhaps, repeatedly throughout the course of study, or even get them aquatinted with peer feedback at an early age, especially on cognitive aspects.

It is also possible that students were not ready for the peer feedback strategy because they might feel that their limited language knowledge did not fully empower them to comment, although they might have ideas. This, again, suggests that students might need to be exposed to similar training for a longer period. As they felt that their language knowledge was limited, they might also have preferred the teacher to provide feedback instead. Research (Chinnawongs, 2001; Lee, 2005 & 2008) on students' perceptions on peer feedback and teacher feedback found that students, especially of the low proficiency level, might feel constrained by their weakness of English so it limited their ability to comment on their peers' work, and they wanted teachers to provide feedback instead or tended to depend upon teacher support.

Moreover, Min (2016) found that modeling and feedback combinations improved students' ability to give feedback. Chinnawongs (2001) also found that students with language barriers made it difficult to give feedback to peers. Based on evidence in both this current study and previous studies, it might be said that students need to expose to more training and modeling, especially on the cognitive aspects, while the instruction/training on peer feedback needs to be given to students early enough because skills in giving peer feedback take time to learn.

As regards the issue of accepting peer feedback, evidence from students' drafts shows that the high proficiency students did not follow peer feedback, but had to check first, which was to be expected, since these students were more critical than the lower proficiency students, so they did not seem to trust feedback given by the lower proficiency peers. Studies (Chinnawongs, 2001; Hu & Yu, 2016) showed that high proficiency students might not easily trust feedback given by low proficiency peers. A possible reason that the high proficiency students did not follow peer feedback given by the lower proficiency students might have been because they did not believe in the feedback. They might feel that they knew more than their peers, which in fact might not always be the case that the feedback given by lower proficiency peers would not be useful at all. Hu and Yu (2016) studied whether or not high proficiency students could benefit from working with lower proficiency partners in peer feedback and found that high proficiency students would benefit from feedback given by lower proficiency

peers only when they held the beliefs, motives, and goals of peer feedback. Thus, this suggests why the high proficiency students did not follow peer feedback given by the lower proficiency peers.

On the other hand, the low proficiency students trusted the feedback of the high proficiency students and accepted their feedback without hesitation. It can be observed that the low ability students trusted the high proficiency students to a certain extent. Studies (Gielen, Peeters, Dochy, Onghena & Struyven, 2010; Harutyunyan & Poveda, 2018; Miao, Badger & Zhen, 2006) on peer feedback showed that lower ability students seemed to trust in feedback given by high proficiency students. This is related to the issue of dependency of the lower proficiency students on the higher proficiency students, the teacher, and the handouts, which is not surprising as they lack the language ability. This is why the low proficiency students followed the feedback given by the higher proficiency students since they, perhaps, felt that the high proficiency students acted as a counterpart of teacher feedback, where they were more knowledgeable and experienced than them and were able to provide feedback that they could benefit.

The issue that follows is pairing students. Results from the needs analysis indicated that both students and teachers had wanted to for the students to pair up on their own. However, at the end of the course, some students had pointed out the need to change partners. Although Yang *et al* (2006) suggested choosing own counterparts as it would make them feel relaxed and easier for them to communicate with each other, it would better benefit the students in different ways if they could change partners, since they would be able to learn both strong and weak points from other peers, help each other solve their writing problems, and build up rapport and relationship with other peers (e.g., Harutyunyan & Poveda, 2018; Hu & Yu, 2016; Min, 2016). This suggests that although students preferred choosing their own partners to work with, it would be beneficial to change partners so that students could learn and get different perspectives from other peers.

Other related issues

Evidence pointed to Thai students' struggle to understand the differences between the topic sentence and the main idea, which is a normal phenomenon, even for native speakers of English when they are trained on essay or paragraph writing (Flemming, 2016). This suggests that students had not been given enough exercises to

help them identify between the topic sentence and the main idea. It is also possible that more exposure to essay models, or even a lesson on main idea was needed so that they could see a variety of essays and how writers wrote. A study (Mauli, Sutarsyah & Suparman, n.d.) found that it was difficult for students to see differences between topic sentences and main ideas as difficult words might confuse them, so students needed to be exposed to more parts of paragraphs and start practicing from simple to difficult exercises. Thus, it is important to provide more lessons on the main idea and topic sentence to improve students' understanding of these two elements.

Evidence was also found from student logs that students struggled to generate ideas. This implies that students may have lacked sufficient experience, world knowledge, or even vocabulary to express their ideas. Also, that input in the form of extra reading material was still insufficient. Furthermore, it could have also been that the majority of students were still struggling with reading, as revealed from the results in their logs as well as from teacher's observation that a lot of time was spent on reading and understanding the passages. A study by Gustilo (2013) on an analysis of writer's performance, resources, and idea generation processes found that because of the lack of vocabulary and world knowledge, it affected how students generated ideas as well as their writing performance. Based on the evidence of this present study and the previous study, it suggests that it is important to provide sufficient reading input to help students expose to more ideas to gain knowledge of the world as well as learn more vocabulary to improve their idea generating skills.

Finally, evidence, as suggested by some students in the interview part, suggests that perhaps some points on discussion and doing exercises in the textbook should be allocated to the writing process rather than the product. In fact, this is a proposal worth considering since allocating some points to the writing process may reduce students' stress on learning and attempting to get a lot of scores on essay drafts. It may also stimulate them to learn with more fun as well as motivate them to interact actively, viewing the benefits of discussion and collaborative learning. Research (Gjerde, Padgett & Skinner, 2017) on the impact of process assessment on student performance and perceptions found that process assessment had more positive impact on students' learning performance than product assessment because it was useful and students could see improvement in their performance throughout the course. Thus, it may be worth

considering allocating some points from classroom activities to students when learning writing as a process.

In brief, the SMPFS course was effective and useful because it provided explicit training as well as, even though not sufficient, reading as an input. Although students, especially the low proficiency students did not benefit from the developed course as much as the higher proficiency students due to the lack of critical thinking and questioning skills, and confidence, evidence suggested that the SMPFS course was useful in terms of facilitating the students to improve their overall writing performance, make annotations and give peer feedback specific on content and organization, and improve critical reading skills, particularly the high proficiency and intermediate students.

5.2.4 Students' attitudes toward the course

Overall, students were satisfied with the SMPFS course, as indicated from the results that show students had a positive attitude toward the course, especially from the interview where a high proficiency student and an intermediate student, who have never experienced exchanging feedback and taught by using these two strategies enjoyed working collaboratively. The strategies complemented each other very well, allowing them to learn from other's strong points to offset their weak points, leading to learning improvement, and that they would continue to use the strategies in the future. This indicates that to introduce the self-monitoring and peer feedback strategies to writing classes may be a good initiation for EFL writing classes as mentioned earlier.

Upon a closer look at the results from the questionnaire, however, the researcher is aware of a possible halo effect or response bias where students answer favorably to the objectives of the course (item 1, 2, and 5), and especially to the teaching methods (item 17 and 42) and the teacher (item 41 and 43), as we can see the highest average scores in those three areas; whereas in the areas of self-monitoring (item 18, 19, 21, 22, 27, and 28) and the area of peer feedback (item 30), we can see the lowest among high average scores. This evidence perhaps emphasizes the challenge in implementing the self-monitoring and peer feedback strategies in a class where the majority of students are in the low intermediate level and who may not be ready due to lack of proper understanding of the characteristics of the writing skill and of learning how to write;

due to possible low self-efficacy for writing and collaborating with peers due to their limitation of language knowledge.

Studies on self-efficacy levels in writing (Garcia & De Caso, 2006; Pajares, 2010; Pajares & Cheong, 2003) showed that students with improved self-efficacy were able to learn writing better than those who had low self-efficacy. However, high self-efficacy alone might not guarantee students' writing improvement as it involved other factors such as teaching styles, strategies, feedback, etc. (Magogwe, Ramoroka & Mogana-Monyepi, 2015). Thus, this implies that boosting students' self-efficacy for writing together with other aspects such as proper understanding of the characteristics of writing skill, teaching methods, teacher, content, etc. may contribute to students' satisfaction toward writing classes that employ the self-monitoring and peer feedback strategies, and may also lead to their writing improvement.

Conclusion

According to the findings, it was found that the course developed based on the SMPFS was effective and it could foster students' positive attitudes.

In terms of needs, students had problems on vocabulary, language use, and content, so they needed feedback on these aspects to help them revise and edit their work. They also felt that reading critically, working independently, and learning collaborative were important aspects to help them learn writing as a social process. To do so, more reading exercises/passages as an input as well as teaching students to read critically through think-aloud process are important elements that might have been included in the course to improve their writing skills.

On course development, the SMPFS course developed through the instructional model was useful and systematic. However, the course needed to be strengthened by providing more reading input and sample exercises during modeling stage to help students understand and generate their ideas better when writing, making annotations, and giving peer feedback, especially on content and organization.

In terms of course effectiveness, self-monitoring and peer feedback training sessions/practice sessions might have emphasized more reading and been given to students at early stage to instill them good questioning and giving peer feedback skills as well as boost their self-efficacy to improve their writing performance.

In terms of attitudes, it is important to boost students' self-efficacy and use course components such as teaching methods, content, material, and evaluation that are interesting and useful to foster positive attitudes of students toward learning, making them feel relaxed and comfortable to learn. Hence, these are important factors that may suggest the accomplishment of students' learning outcome.

5.3 Implications of the findings

Although evidence shows the effectiveness of the course, data obtained in this study cannot be generalized to a larger population. In a similar context, however, the following implications may be applicable for both teachers and course developers.

5.3.1 Theoretical implications

The results of this study contribute to strengthening the belief of writing as a social process where the cognitive and affective play important roles. In other words, the writing skill can be improved effectively when the cognitive element – self-monitoring strategy; social and affective elements – collaborative learning through peer feedback are combined. The researcher argues that both strategies should work alongside each other for the writing skill to be enhanced. However, when teaching writing based on these two strategies teachers may have to be aware of the following underlying assumptions that must be passed on to students:

First, teachers need for students to understand the importance of process of writing, and that indeed it is a process one has to go through. The outlining phase, via mind-mapping activity, for example, would help them generate and gather ideas, which is a crucial initial step for them to get their ideas organized. Not only the outlining stage, but the revision phase is equally important in helping students realize how their thoughts and ideas can be better organized and rephrased to communicate meaningful messages to the readers. Thus, it is important for teachers to create that understanding amongst students so that they realize the importance of each stage in the process of writing, which will require cognitive challenge, especially when teaching writing based on the self-monitoring and peer feedback strategies.

Second, teachers need for students to understand that writing is done for a wider audience, not only for the teacher. They can learn from one another through feedback they get from peers and improve their work. As autonomy and collaboration are

important aspects to be encouraged in writing classes (Hyland, 2000), it is important to renew the beliefs of students that although the teacher has more experience and is the main source of writing knowledge, they can certainly learn from one another in the area of content and world knowledge, since peers have different background and come from different places, they can learn from each other to apply and scaffold their knowledge. It is also important for students, especially high proficiency students to hold positive beliefs toward peer feedback activity (Hu & Yu, 2016). Teachers need to state the purpose of learning through peer feedback clearly at the very beginning of the course and remind them regularly of the importance of using peer feedback to improve writing. It also implies that students of all levels need to understand the concept of peer feedback where the "kreng jai" outlook, or being afraid of offending others (Longdo Dictionary, 2018), should be avoided when giving feedback so that their partners would receive feedback that is useful and straightforward.

5.3.2 Pedagogical implications

To apply the self-monitoring and peer feedback strategies into a writing class, teachers may need to consider factors that may affect how students perform in a classroom including writing aspects and learning topics, reading input and modeling, teaching writing with reading incorporating self- and peer assessment, long term training and paring students, and self-efficacy and evaluation. Thus, when these two strategies are employed in a writing class, teachers may need to take the following suggestions into their consideration:

Firstly, it is important for students to understand the characteristics of the writing skill that content and organization are no less important than language use, since ideas and organization of ideas come first when writing, while language can be fixed later. Moreover, to encourage students to understand the importance of content and organization, including an obligatory lesson about main idea and topic sentence to the course would be essential. Evidence shows that students could not differentiate between the main idea and the topic sentence, and this seems to be a normal problem when they are trained on essay or paragraph writing. Thus, it is necessary for teachers to

communicate with students clearly at the very beginning of the course and emphasize the importance of content and organization of ideas when writing, and to provide an extra lesson on main idea and topic sentence may be useful as these aspects engage students in critical thinking/reading process.

Moreover, providing sufficient reading input to help students gain knowledge of the world as well as learn more vocabulary is another area that should be considered when applying the self-monitoring and peer feedback strategies in classroom. Reading input may be used at the preparation stage to help students expose to more world knowledge, or even during the modeling stage to help them think and read critically. Teachers may use reading passages through thinking-aloud protocol to demonstrate students how teachers process their thoughts. By doing this, students would be able to see how the thoughts and ideas are processed and progress in an effective way (Regan & Berkeley, 2012).

Another important implication would be to teach writing exclusively or inclusively with reading as reading is a critical element that provides students with language samples or models. Being able to read well would mean being able to analyze the structure of sentence level up to the essay level. Further, students are exposed to more vocabulary and a variety of language use that may be helpful when they self-monitor and give peer feedback. Also, in a classroom where writing and reading instructions are combined, teachers should incorporate self- and peer assessment into such a writing class to give students the chance to critique their writing ability and perhaps do so more accurately.

Furthermore, it would be useful to conduct long-term training and train students to self-annotate and give peer feedback at an early age to instill them these skills. As studies revealed that the effects of students' annotations and peer feedback depended upon training, so it could be beneficial to train students to use these two strategies as early as possible. During the training or practice sessions, changing partners to work with would be a method worth considering as, in fact, it would help students get different ideas and learn more from other peers.

Finally, it would be important to boost students' self-efficacy and confidence levels in writing as well as award some marks to the writing process (e.g., the discussion part or peer reviewing parts) rather the product. This may make them realize the

importance of the peer review phase and held throughout the course of study and perhaps reduce students' tension and their concerns on attempting to achieve high scores on their drafts.

To conclude, this study implies that both teachers and course developers should be aware of factors that may affect the results when conducting a similar course. In terms of theoretical implications, it is believed that students should understand the importance of writing as a social process where cognitive and affective domains play important roles. In terms of pedagogical implications, it is important for teachers to make sure that students understand the importance of content and organization, where sufficient reading input, modeling stage, and lessons and activities held in classroom are critical elements to train and boost students' self-efficacy in learning writing based on the self-monitoring and peer feedback strategies.

5.4 Limitations of the study

In this study, data were gathered over the period of one semester from third-year undergraduate students majoring in EIC at Rajamangala University of Technology Isan, Khon Kaen Campus, a small intact group with mixed abilities. Hence, the results could not be generalized to a larger population. Moreover, the strategies employed in this study were limited to the integration of self-monitoring and peer feedback strategies with an English essay writing course to enhance students' English essay writing performance, where the researcher might have influenced on the data because of the possibility of Hawthorne or response effect, where students may answer favorably to questionnaires because the researcher was also the teacher. However, the researcher has attempted to be as objective as possible when analyzing the data.

5.5 Recommendations for future studies

This study was conducted over a period of one semester, and therefore, might not be enough to see big improvement on students' writing performance as well as their annotations and peer feedback. For future research, it can be interesting to conduct long term training to train students on self-monitoring and giving peer feedback whether or not it can yield better results and boost students' self-efficacy/confidence in writing after an exposure to long term training, especially on content and organization.

Moreover, research should be done to explore whether or not students value the ideas of learning with peers and believe that lower proficiency peers can give feedback on content and organization to improve writing, where the "kreng jai" outlook, or being afraid of offending others, may also be lessened during peer feedback activity.

Furthermore, research could be conducted to find out whether or not peer feedback would work ideally in a situation where the number of high proficiency students are equal to the number of intermediate or low proficiency students, so that the ratio will be balanced and the number of students would be enough to be paired up equally to help each other out.

Also, it may be interesting for researchers to conduct a longitudinal study investigating whether or not students will continue using the self-monitoring and peer feedback strategies in the future.

Additionally, this study was limited to traditional writing instruction – i.e., paper based. For researchers who are interested in conducting similar studies, they may conduct a hybrid teaching by using blog or web-board as a mean of making annotations and providing peer feedback to make it more interesting for the students.

Finally, other than developing an essay writing course based on the self-monitoring and peer feedback strategies to enhance students' writing performance, it can be interesting for other researchers to use these two strategies together in another productive course, i.e., speaking course, to improve learning via social process.

Conclusion

This study shows that the course developed based on the self-monitoring and peer feedback strategies was effective in helping students learn writing via social process, where they learned to be independent and collaborative. The course also promoted students' positive attitudes and stimulated them to view the importance of the two strategies in learning writing. Although the course was found to come with challenges, where it could have been strengthened in terms of providing long-term training, sufficient reading input, and a combination of writing and reading instruction, it provided insights into the development of an English essay writing course based on the self-monitoring and peer feedback strategies, where students' abilities were mixed, as well as recommendations for other researchers to replicate the study, which may contribute to success in teaching and learning writing in the EFL context.

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APPENDICES

APPENDIX A

Questionnaire (for EIC students in the needs analysis phase)

Questionnaire for EIC students

Part I: Demographic characteristics data

<u>Instructions</u>: Please fill in the information or put a tick (√) in the box. (Please provide true information)

1. Name: _____

2. Gender: ☐ Male   ☐ Female

3. Age: _____ years old

4. Academic year: _____

5. Degree: ☐ Matthayom 6   ☐ Vocational degree   ☐ Others _____

6. Number of years studying English:

   ☐ 6-10 years   ☐ 11-15 years   ☐ 15+ years

7. Paragraph Writing Course (01-074-201) grade: _____ GPA: _____

8. Put a tick (√) in the box to rate your English writing ability.

English writing ability	Explanation
☐ 5 Excellent	Write efficiently and fluently; use the language accurately and appropriately for purposes and content; have no problems in writing; able to monitor and revise own writing
☐ 4 Very good	Write fluently with few writing errors such as word choice and grammar; able to cover required information; able to monitor and revise own writing
☐ 3 Good	Write well with some writing errors such as organization, word choice, grammar, and spelling; sometimes make readers confused; able to monitor and revise own major writing errors
☐ 2 Fair	Write fairly, but sometimes make readers confused; have problems with paragraph organization, content, word choice, grammar, and spelling; able to monitor and revise own minor writing errors
☐ 1 Poor	Unable to write; usually make readers misunderstand; need written samples; have a lot of problems in writing by using inappropriate language; unable to use language according to the purpose of writing; have problems with paragraph organization, content, word choice, grammar, and spelling; unable to monitor and revise own writing

Part II: Opinions on problem areas in writing; genre writing; and feedback in writing

2.1 Problem areas in writing English in general

<u>Instructions</u>: How problematic is each area? Please put a tick (√) in the box that corresponds to you most.

4 = very problematic   3 = problematic

2 = not very problematic   1 = not problematic at all   N/A = not applicable

Problem areas in writing	Very problematic	Problematic	Not very problematic	Not problematic at all	Not applicable
	4	3	2	1	N/A
1. Content (e.g., thesis statement, topic sentence, and supporting ideas)					
2. Organization (e.g., paragraph organization and sequencing)					
3. Vocabulary (e.g., words and idioms)					
4. Language use (e.g., grammar and structure)					
5. Mechanics (e.g., spelling and punctuation)					
6. Writing process 6.1 Pre-writing/outlining					
6.2 Drafting/writing					
6.3 Revising/editing					

2.2 Importance of genres of English writing in the EIC context and problems when writing each genre

<u>Instructions</u>:

A. How important is each genre of English writing to you for the future? Please put a tick (√) in the box that corresponds to you most.

4 = very important   3 = important

2 = not very important   1 = not important at all

B. How problematic is each genre of English writing for you? Please put a tick (√) in the box that corresponds to you most.

4 = very problematic   3 = problematic

2 = not very problematic   1 = not problematic at all

A. Importance for the future				Genres of English writing	B. Problems when writing each genre			
Very important	Important	Not very important	Not important at all		Very problematic	Problematic	Not very problematic	Not problematic at all
4	3	2	1		4	3	2	1
				1. Descriptive essays				
				2. Narrative essays				
				3. Expository essays				
				4. Argumentative essays				
				5. Reports				

2.3 The amount of feedback on different aspects <u>provided</u> by teachers/reviewers and the amount of feedback on different aspects <u>needed</u> from teachers/reviewers in the EIC context

<u>Instructions</u>:

A. How much feedback <u>is usually provided</u> by reviewers on the following aspects? Please put a tick (√) in the box that corresponds to you most.

4 = very much   3 = much

2 = not much   1 = not very much at all

B. How much feedback <u>do you need from</u> reviewers on the following aspects? Please put a tick (√) in the box that corresponds to you most.

4 = very much   3 = much

2 = not much   1 = not very much at all

A. Feedback <u>provided</u> by reviewers				Aspects of feedback	B. Feedback <u>needed</u> from reviewers			
Very much	Much	Not much	Not very much at all		Very much	Much	Not much	Not very much at all
4	3	2	1		4	3	2	1
				1. Content (e.g., thesis statement, topic sentence, and supporting ideas)				
				2. Organization (e.g., paragraph organization and sequencing)				
				3. Vocabulary (e.g., words and idioms)				
				4. Language use (e.g., grammar and structure)				
				5. Mechanics (e.g., spelling and punctuation)				

Part III: Opinions on the characteristics of an English essay writing course

<u>Instructions</u>: What are your opinions on the following statements? Please put a tick (√) in the box that corresponds to you most.

4 = strongly agree   3 = agree

2 = disagree   1 = strongly disagree

Opinions on the characteristics of an English essay writing course for EIC students	Strongly agree	Agree	Disagree	Strongly disagree
	4	3	2	1
Teaching writing When teaching writing, the teacher should... 1. focus on the objectives of the course				
2. focus on the pre-writing/outlining process				
3. focus on the drafting/writing process				
4. focus on the revising process				
5. focus on the editing process				
6. focus on the product of writing				
7. focus more on content than organization				
8. focus more on content than language use				
9. focus more on content than vocabulary				
10. focus more on content than mechanics				
11. focus more on organization than language use				
12. focus more on organization than vocabulary				
13. focus more on organization than mechanics				
14. focus more on language use than vocabulary				
15. focus more on language use than mechanics				
16. focus more on vocabulary than mechanics				
17. use Thai more than English in teaching				
18. use English more than Thai in teaching				
Self-monitoring strategy The students should... 19. read their own writing critically				
20. write their own work independently				
21. check their own writing				
22. revise their own writing				
23. edit their own writing				

Opinions on the characteristics of an English essay writing course for EIC students	Strongly agree	Agree	Disagree	Strongly disagree
	4	3	2	1
24. ask questions about their own writing in Thai				
25. ask questions about their own writing in English				
26. ask questions about their own writing in Thai more than in English				
27. ask questions about their own writing in English more than in Thai				
Peer feedback strategy The students should... 28. work in pairs				
29. read each other's work				
30. learn from each other's work				
31. help each other give feedback				
32. work in small groups of 3				
33. choose their own pairs/peers				
The teacher should... 34. select pairs/peers for students				
The students should... 35. give written feedback to their peers in Thai				
36. give written feedback to their peers in English				
37. give written feedback to their peers in Thai more than in English				
38. give written feedback to their peers in English more than in Thai				
Teaching materials The teacher should... 39. use commercial texts				
40. use tailor-made texts based on local contexts				
41. use PowerPoint presentations				
42. use VDO clips				
Evaluation methods The teacher should... 43. use exercises as an evaluation method				
44. use writing tests as an evaluation method				

Opinions on the characteristics of an English essay writing course for EIC students	Strongly agree	Agree	Disagree	Strongly disagree
	4	3	2	1
45. use portfolios as an evaluation method				
46. use student logs as an evaluation method				
47. use pair discussion as an evaluation method				
48. use group discussion as an evaluation method				

Part IV: Suggestions for the development of an English essay writing course for EIC students

Instructions: Please give comments and suggestions for the development of an English essay writing course for EIC students

_____
_____
_____
_____
_____
_____

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APPENDIX B

Interview questions (for EIC students in the needs analysis phase)

1. From what you have answered in the questionnaire, why are those areas of writing problematic for you? How do you like to minimize those problems? (To verify Part II: 2.1 and Part III: Question 2-16)

2. What do you do when you write? Do you outline, draft, revise and edit your own work? If yes, why? If no, why not? How do you like to improve those skills? (To verify Part II: 2.1 and Part III: Question 2-6)

3. From what you have answered in the questionnaire, why is this genre of writing the most important and the most difficult for you? Is it appropriate to study descriptive, narrative, and expository essays respectively? Why or why not? (To verify Part II: 2.2)

4. How do you like your feedback given to you? Why? (To verify Part II: 2.3 and Part III: Question 7-16)

5. Do you read critically? Why or why not? What is difficult about it? (To verify Part III: Question 19)

6. Do you check your own work? If yes, how? If no, why not? What is difficult about it? (To verify Part III: Question 21-23)

7. If you are more critical, do you think you would write better? Why or why not? (To verify Part III: Question 19-23)

8. If you have to ask questions about your own work, what examples of question do you want to ask? Why? In what language would you feel comfortable asking? Why? (To verify Part III: Question 24-27)

9. Will you be comfortable working in pairs or small groups? Why or why not? (To verify Part III: Question 28 and 32)

10. Will you be comfortable reading and reviewing your peers' work? Why or why not? Whose work would you feel comfortable reviewing? (To verify Part III: Question 29-31 and 33-34)

11. If you have to give feedback to your peers, what examples of feedback do you want to give? Why? (To verify Part III: Question 29-31)

12. In what language would you feel comfortable giving feedback? Why? (To verify Part III: Question 35-38)

APPENDIX C

Samples of course materials

1. Analytical rating scale (adapted from Jacobs *et al*, 1981)

<u>Instructions</u>: Use the following guidelines to evaluate the students' essays.

Aspects	Points	Criteria
Content (x3) (10 points)	9-10	Excellent to very good: knowledge, substantive, thorough development of thesis, relevant to assigned topic
	6-8	Good to Average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail
	3-5	Fair to Poor: limited knowledge of subject, little substance, inadequate development of topic
	1-2	Very poor: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization (x2) (10 points)	9-10	Excellent to Very good: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	6-8	Good to Average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	3-5	Fair to Poor: non fluent, ideas confused or disconnected, lacks logical sequencing and development
	1-2	Very poor: does not communicative, no organization, or not enough to evaluate
Vocabulary (x2) (10 points)	9-10	Excellent to Very good: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	6-8	Good to Average: adequate range, occasional errors of word/idiom form, usage *but meaning not obscured*
	3-5	Fair to Poor: limited range, frequent errors of word/idiom form, choice, usage, *meaning confused or obscured*
	1-2	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate

Aspects	Points	Criteria
Language Use (x2.5) (10 points)	9-10	Excellent to Very good: effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	6-8	Good to Average: effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions *but meaning seldom obscured*
	3-5	Fair to Poor: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, *meaning confused or obscured*
	1-2	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
Mechanics (5 points)	5	Excellent to Very good: demonstrates mastery of conventions, few errors of spelling, punctuations, capitalization, paragraphing
	4	Good to Average: occasional errors of spelling, punctuation, capitalization, paragraphing *but meaning not obscured*
	3	Fair to Poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, *meaning confused or obscured*
	1	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

2. Annotation rating scale

<u>Instructions</u>: Use the following guidelines to evaluate the students' annotations.

Aspects	Levels	Points	Criteria	Comments
Content (15 points)	Good	15	1. clearly and elaborately explains problems of content 2. indicates specific problems of content 3. shows sufficient and relevant details of problems of content	
	Average	10	1. generally explains problems of content 2. generally states problems of content 3. requires more relevant details of problems of content	
	Poor	5	1. does not explain any problems of content 2. does not state any problems of content 3. does not show enough details of problems of content	
Organization (10 points)	Good	10	1. clearly and elaborately explains problems of organization 2. indicates specific problems of organization 3. shows sufficient and relevant details of problems of organization	
	Average	7	1. generally explains problems of organization 2. generally states problems of organization 3. requires more relevant details of problems of organization	
	Poor	4	1. does not explain any problems of organization 2. does not state any problems of organization 3. does not show enough details of problems of organization	
Vocabulary (10 points)	Good	10	1. clearly and elaborately explains problems of vocabulary 2. indicates specific problems of vocabulary 3. shows sufficient and relevant details of problems of vocabulary	

Aspects	Levels	Points	Criteria	Comments
	Average	7	1. generally explains problems of vocabulary 2. generally states problems of vocabulary 3. requires more relevant details of problems of vocabulary	
	Poor	4	1. does not explain any problems of vocabulary 2. does not state any problems of vocabulary 3. does not show enough details of problems of vocabulary	
Language use (10 points)	Good	10	1. clearly and elaborately explains problems of grammar and/or structure 2. indicates specific problems of grammar and/or structure 3. shows sufficient and relevant details of problems of grammar and/or structure	
	Average	7	1. generally explains problems of grammar and/or structure 2. generally states problems of grammar and/or structure 3. requires more relevant details of problems of grammar and/or structure	
	Poor	4	1. does not explain any problems of grammar and/or structure 2. does not state any problems of grammar and/or structure 3. does not show enough details of problems of grammar and/or structure	
Mechanics (5 points)	Good	5	1. clearly and elaborately explains problems of mechanics 2. indicates specific problems of mechanics 3. shows sufficient and relevant details of problems of mechanics	
	Average	3	1. generally explains problems of mechanics 2. generally states problems of mechanics	

Aspects	Levels	Points	Criteria	Comments
			3. requires more relevant details of problems of mechanics	
	Poor	1	1. does not explain any problems of mechanics 2. does not state any problems of mechanics 3. does not show enough details of problems of mechanics	

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3. Peer feedback rating scale

<u>Instructions</u>: Use the following guidelines to evaluate the students' peer feedback.

Aspects	Levels	Points	Criteria	Comments
Content (15 points)	Good	15	1. explicitly answers and directly responds to the annotations on content 2. provides useful, sufficient, and relevant details of content for the writer 3. provides explicit and useful additional feedback of content for the writer	
	Average	10	1. generally or partially answers or responds to the annotations on content 2. provides useful feedback but still requires more relevant details of content for the writer 3. generally or partially provides useful additional feedback of content for the writer	
	Poor	5	1. does not answer or respond to the annotations on content 2. provides irrelevant details or useless feedback of content for the writer 3. contains useless or irrelevant additional feedback of content for the writer	
Organization (10 points)	Good	10	1. explicitly answers and directly responds to the annotations on organization 2. provides useful, sufficient, and relevant details of organization for the writer 3. provides explicit and useful additional feedback of organization for the writer	
	Average	7	1. generally or partially answers or responds to the annotations on organization 2. provides useful feedback but still requires more relevant details of organization for the writer 3. generally or partially provides useful additional feedback of organization for the writer	

Aspects	Levels	Points	Criteria	Comments
	Poor	4	1. does not answer or respond to the annotations on organization 2. provides irrelevant details or useless feedback of organization for the writer 3. contains useless or irrelevant additional feedback of organization for the writer	
Vocabulary (10 points)	Good	10	1. explicitly answers and directly responds to the annotations on vocabulary 2. provides useful, sufficient, and relevant details of vocabulary for the writer 3. provides explicit and useful additional feedback of vocabulary for the writer	
	Average	7	1. generally or partially answers or responds to the annotations on vocabulary 2. provides useful feedback but still requires more relevant details of vocabulary for the writer 3. generally or partially provides useful additional feedback of vocabulary for the writer	
	Poor	4	1. does not answer or respond to the annotations on vocabulary 2. provides irrelevant details or useless feedback of vocabulary for the writer 3. contains useless or irrelevant additional feedback of vocabulary for the writer	
Language use (10 points)	Good	10	1. explicitly answers and directly responds to the annotations on grammar and/or structure 2. provides useful, sufficient, and relevant details of grammar and/or structure for the writer 3. provides explicit and useful additional feedback of grammar and/or structure for the writer	

Aspects	Levels	Points	Criteria	Comments
	Average	7	1. generally or partially answers or responds to the annotations on grammar and/or structure 2. provides useful feedback but still requires more relevant details of grammar and/or structure for the writer 3. generally or partially provides useful additional feedback of grammar and/or structure for the writer	
	Poor	4	1. does not answer or respond to the annotations on grammar and/or structure 2. provides irrelevant details or useless feedback of grammar and/or structure for the writer 3. contains useless or irrelevant additional feedback of grammar and/or structure for the writer	
Mechanics (5 points)	Good	5	1. explicitly answers and directly responds to the annotations on mechanics 2. provides useful, sufficient, and relevant details of mechanics for the writer 3. provides explicit and useful additional feedback of mechanics for the writer	
	Average	3	1. generally or partially answers or responds to the annotations on mechanics 2. provides useful feedback but still requires more relevant details of mechanics for the writer 3. generally or partially provides useful additional feedback of mechanics for the writer	
	Poor	1	1. does not answer or respond to the annotations on mechanics 2. provides irrelevant details or useless feedback of mechanics for the writer 3. contains useless or irrelevant additional feedback of mechanics for the writer	

4. Self-monitoring checklist

Instructions: Please put a tick (√) in the box (Yes, Somewhat, or No) responding to the questions that you find are true in essay writing.

Aspects	Questions	Yes	Somewhat	No	Remarks
Content	1. Does the essay have a thesis statement? If yes, please write it in the remarks.				
	2. Is the thesis statement relevant to the topic?				
	3. Is there a topic sentence in each paragraph? If yes, please write them in the remarks.				
	4. Does the topic sentence in each paragraph express a clear idea?				
	5. Are there any supporting ideas to elaborate each topic sentence? If yes, please write them in the remarks.				
	6. Are the supporting ideas enough and clearly explained?				
Organization	7. Are the supporting ideas well-organized and logical sequencing?				
	8. Are there any transitions used to tie the sentences and the paragraphs? If yes, please write them in the remarks.				
	9. Does the beginning have an interesting hook to grab				

Aspects	Questions	Yes	Somewhat	No	Remarks
	the reader's attention? If yes, please write it in the remarks.				
	10. Is there a concluding sentence? If yes, please write it in the remarks.				
	11. Does the concluding sentence tie it back to the thesis statement?				
	12. Does the essay have the required organizational pattern?				
Vocabulary	13. Does the essay use sophisticated range and effective words/idioms? If yes, please write them in the remarks.				
	14. Are the meanings of the words/idioms clear?				
Language use	15. Are there any grammatical mistakes such as tense, word order/function, number, run-on sentences, fragments, articles, pronouns, and prepositions? If yes, please write them in the remarks.				
	16. Has the language achieved a variety of structures?				
Mechanics	17. Are there any errors of spelling, punctuation, capitalization, and				

Aspects	Questions	Yes	Somewhat	No	Remarks
	paragraphing? If yes, please write them in the remarks.				
	18. Is the handwriting legible?				

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5. Peer feedback checklist

Instructions: Please put a tick (√) in the box (Yes, Somewhat, or No) responding to the statements that you find are true in essay writing.

Aspects	Statements	Yes	Somewhat	No	Remarks
Content	1. The essay has a thesis statement.				
	2. The thesis statement is clear. If no, please provide comments on how to make it clearer in the remarks.				
	3. The thesis statement is relevant to the topic. If no, please provide comments on how to make it relevant to the topic in the remarks.				
	4. Each paragraph has a topic sentence.				
	5. Each topic sentence is clearly understood. If no, please provide comments on how to make it more understandable in the remarks.				
	6. There are supporting ideas to elaborate each topic sentence. If no, please provide comments on how to elaborate each topic sentence in the remarks.				
	7. The supporting ideas are enough and clearly explained. If no, please provide comments on how to make them clearer in the remarks.				

Aspects	Statements	Yes	Somewhat	No	Remarks
Organization	8. The supporting ideas are well-organized and logical sequencing. If no, please provide comments on how to organize and sequence the supporting ideas in the remarks.				
	9. There are transitions used to tie the sentences and the paragraphs. If no, please provide examples of transition to use and tie the sentences and the paragraphs in the remarks.				
	10. The beginning has an interesting hook to grab the reader's attention. If no, please provide comments on how to make it more interesting to capture the reader's attention in the remarks.				
	11. The essay has a concluding sentence.				
	12. The concluding sentence ties it back to the thesis statement. If no, please provide comments on how to tie it back to the thesis statement in the remarks.				
	13. The essay has the required organizational pattern.				

Aspects	Statements	Yes	Somewhat	No	Remarks
Vocabulary	14. The essay has sophisticated range and effective words/idioms.				
	15. The meanings of the words/idioms are clear.				
Language use	16. The essay has grammatical mistakes such as tense, word order/function, number, run-on sentences, fragments, articles, pronouns, and prepositions? If yes, please provide comments on how to correct the errors in the remarks.				
	17. The essay has achieved a variety of language structures.				
Mechanics	18. The essay has errors of spelling, punctuation, capitalization, and paragraphing. If yes, please provide comments on how to correct the errors in the remarks.				
	19. The handwriting is legible.				

6. Examples of annotations

<u>Instructions</u>: Analyze the following examples of annotations. Then use them as a guideline to help you make your own annotations (questions).

Aspects	Good	Average	Poor	Remarks
Content	1. My overall purpose is to point out that English is important and beneficial in three different ways. Will they be detected throughout the whole text?	1. Should I change my thesis statement?	1. Write or underline only "thesis statement."	
	2. My purpose in this paragraph is to say that English helps me communicate with other people worldwide. Is my topic sentence clear? Will the readers understand?	2. Should I change my topic sentence?	2. Write or underline only "topic sentence."	
	3. I should support my topic sentence with examples here. What examples can I give? Will the example be the same as the one in the previous paragraph? I think at least they should be similar.	3. Is it necessary to give an example here?	3. Write or underline only "example."	
Organization	1. I'm not sure if I have to start a new paragraph here or not. I think the ideas are still connected. Maybe I should use a linking word to connect the ideas instead of starting a new paragraph.	1. Should I start a new paragraph here?	1. Write only "new paragraph."	

Aspects	Good	Average	Poor	Remarks
	2. Is "moreover" the right linking word?	2. Should I use a linking word here?	2. Write only "linking word."	
	3. I want to restate the benefits of learning English in my concluding paragraph. Does my concluding sentence tie back to the thesis statement?	3. Should I change my concluding sentence?	3. Write or underline only "concluding sentence."	
Vocabulary	1. I want to say that "English is a worldwide language." Can I use "global" instead of worldwide?	1. Should I change this word/idiom?	1. Write, underline or circle only "word/idiom."	
Language use	1. What I want to say here is "I studied English for 10 years." I am not sure whether present perfect would be better in this sentence.	1. Should I change the tense, article, pronoun, structure, preposition, etc?	1. Write, underline or circle only "tense, article, pronoun, run-on preposition, etc."	
Mechanics	1. I want to state the three benefits of learning English in my thesis statement. I am not sure whether I have to begin each benefit with a capital letter.	1. Is my spelling or punctuation correct?	1. Write, underline, or circle only "spelling, punctuation capitalization, etc."	

7. Examples of peer feedback

<u>Instructions</u>: Analyze the following examples of peer feedback. Then use them as a guideline to help you give feedback responding to your peer's annotations.

Aspects	Good	Average	Poor	Remarks
Content	1. Your main purpose is to point out that English is important and beneficial in three different ways. However, in your fourth paragraph, you mentioned a new benefit as your topic sentence. The readers may get confused what actually are the benefits of the English.	1. Yes, you should change your thesis statement.	1. I am not sure or I do not know if you should change your thesis statement.	
	2. Your topic sentence is unclear. It seems that your topic sentence contains more than one idea. The readers may get confused if English helps you communicate with other people worldwide or helps you work better.	2. Yes, you should change your topic sentence.	2. I am not sure or I do not know if you should change your topic sentence.	
	3. The example should be different from your previous paragraph because the ideas are different. In this paragraph, you may provide an example when you travel to other countries and you can communicate with them if you know English.	3. Yes, please give an example here.	3. I am not sure or I do not know about the example.	
Organization	1. Yes, you are right. The ideas are still connected.	1. No, you do not have to start a new paragraph here.	1. I am not sure or I do not know if you should	

Aspects	Good	Average	Poor	Remarks
	To make your sentences go smoothly, you should use a transition or a linking word to connect the sentences.		start a new paragraph here.	
	2. Yes, "moreover" is the right linking word. It connects your previous idea to the next one.	2. Yes, you should use a linking word here.	2. I am not sure or I do not know if you should use a linking word here.	
	3. You simply copy your thesis statement in your concluding sentence. It is better to rewrite it in a new sentence structure.	3. Yes, you should change your concluding sentence.	3. I am not sure or I do not know if you should change your concluding sentence.	
Vocabulary	1. You can either use "worldwide" or "global" in this sentence. The meanings of these words are the same.	1. You can change this word to another if they share the same meanings.	1. I am not sure or I do not know if you should change this word.	
Language use	1.Yes, you are right. Here, you are referring to a period of time that began in the past, and extends up to the present.	1. Yes, you should change the tense, article, pronoun, structure, preposition, etc.	1. I am not sure or I do not know if you should change the tense, article, pronoun, structure, preposition, etc.	
Mechanics	1. You should not begin each benefit in your thesis statement with a capital letter. Capitalization is used when you begin a sentence or as a proper noun (e.g., English).	1. Your spelling or punctuation is incorrect.	1. I am not sure or I do not know about your spelling or punctuation.	

APPENDIX D

Sample of a lesson plan

Lesson Plan 1

Course: Essay Writing

Lesson: Introduction to an English Essay Writing Course

Date: **Time:** 3 hours

_____

Terminal objective: Students will be able to identify types of essay and components of essay writing.

Enabling objective: 1. Students will be able to identify types of essay whether it is a descriptive, a narrative, or an expository essay.

2. Students will be able to tell the purpose of each essay type.

3. Students will be able to identify parts of essay whether it is an introduction, a body, or a conclusion.

4. Students will be able to identify thesis statement, topic sentence, supporting details, and concluding sentence.

Materials: Course syllabus, PowerPoint, Textbook, An expository English essay writing pre-test, Worksheet 1

Evaluation: Students will identify types and parts of essays in worksheet 1.

Procedures:

Teacher's activity	Student's activity
Introduction (Developing pre-skills and discussing the strategy) 1. The teacher distributes the course syllabus to the students explaining what they will learn and get from this course. 2. The teacher informs the students that they are required to write three types of essay: descriptive, narrative and expository.	

Teacher's activity	Student's activity
3. The teacher informs students that an essay comprises of several paragraphs, normally three to five paragraphs. An essay has an introduction, a body, and a conclusion. Each paragraph contains several sentences. An introduction has an interesting hook and a thesis statement or an overall main idea. Each paragraph in the body of an essay has a topic sentence and supporting details. A conclusion has a final statement that ties back to the thesis statement.	
4. The teacher asks the students to share ideas on what good writers do when writing an essay. The teacher asks how the students write, what they think while writing, and what they see as difficulties in writing.	1. Students shares ideas with the teacher.
5. The teacher states the importance of the purpose for writing explaining that each type of essay has its own purpose. 1) To describe the characteristics of a person, place, or thing, 2) to tell, experience, or write a short story based on fact or fiction or a combination of the two, or 3) to tell information or explain through the use of facts, ideas, or examples. It is important to know the purpose for writing as it helps them	

Teacher's activity	Student's activity
scope down their ideas in writing as well as satisfy the audience.	
6. The teacher distributes a pre-test to the students to write a 5-paragraph expository essay on the topic "*What are the benefits of using the Internet for university students?*" (See Appendix E) for 60 minutes.	2. The students do the *pre-test*.
7. The teacher asks the students to self-monitor (make annotations) their writing for 20 minutes.	3. The students self-monitor their writing.
8. The teacher asks the students to select their peers of their own choice.	4. The students choose their paired partners.
9. The teacher asks the students to provide peer feedback responding to the annotations for another 20 minutes.	5. The students provide peer feedback.
10. The teachers asks the students to re-check and submit their pre-tests.	6. The students re-check and submit their pre-tests.
Modeling	
11. The teacher distributes the worksheet 1 to the students and asks them to read essay A critically – skim, scan, and evaluate the essay.	7. The students read the essay critically.
12. The teacher discusses with the students what the essay is about and demonstrates how to identify components, type, parts, and purpose of the essay.	8. The students discuss with the teacher.
13. The teacher gives the answers to the students.	9. The students discuss the answers with the teacher.

Teacher's activity	Student's activity
Internalization (Memorization and guided practice)	
14. The teacher asks the students to read essay B critically – skim, scan, and evaluate the essay.	10. The students read the essay critically.
15. The teacher asks the students to identify components, type, parts, and purpose of the essay. The teacher assists the students throughout the practice.	11. The students identify the essay.
16. The teacher asks the students to share the answers.	12. The students give the answers to the teacher.
17. The teacher discusses the essay as well as the answers with the students.	13. The students discuss the essay and the answers with the teacher.
Independent performance	
18. The teacher asks the students to read essay C critically – skim, scan, and evaluate the essay on their own.	14. The students read the essay critically.
19. The teacher asks the students to identify components, type, parts, and purpose of the essay independently. The students may help each other perform on the task.	15. The students identify the essay.
20. The teacher monitors the students.	
21. The teacher asks the students to voluntarily share their answers to the whole class.	16. The students voluntarily share their answers to the whole class.
22. The teacher discusses the answers with the students.	17. The students discuss the answers with the teacher.

Teacher's activity	Student's activity
23. The teacher concludes the lesson and gives compliment to the students.	

Worksheet 1

Directions:

1. Read the following essay critically (skim, scan, and evaluate).

A. A Beautiful Paradise

The other night I was sitting by the blazing fire eating a juicy pineapple, and the sweet smell reminded me of my vacations to Phuket over summer break. I will never forget the fresh smell of the air when we stepped off the airplane. I could see my grandparents from across the crowded airport. I would always be so excited to step on the soft, white, sandy beach.

The first thing I would do is change into my bathing suit and run out to the beach. My sister and I would spend the day splashing in the salty water, until we were too tired to keep our heads above the water. Then we would lie on the soft damp sand and take a nap. It felt so good to have the bright sun blazing down on me. My favorite thing to do was build gigantic sand castles on the beach. My sister and I would have contests to see who could build the tallest sand castle. The grains of sand glistened in the sun like a diamond ring.

Normally bedtime was a problem for me, but in Phuket I fell right to sleep every night. I would leave the windows wide open, and I would fall asleep to the waves crashing on the sandy beach. I could hear the birds chirping outside my window along with the rustling of the wind.

In the mornings we would walk to this little breakfast place called Salathai. I would usually get a bagel and cream cheese, but sometimes I would live on the edge and get a waffle instead. No matter what though, I would always have a glass of pineapple juice. For some reason it always tasted different in Phuket. My mom told me it was because it was not as sour as pineapples from other parts of Thailand, and it was fresh squeezed.

I always dreaded having to leave this beautiful paradise. I would tell myself don't worry; we will be back in a year. But every time I bite into a juicy pineapple, all of these memories come flooding back to me.

Adapted from: http://www.123helpme.com/view.asp?id=15396

2. Then identify its type (descriptive, narrative, or expository) and purpose.

Type of the essay

Type: _____

Purpose of the essay

To _____

3. Now identify parts of the essay (introduction, body, or conclusion) together with its thesis statement, topic sentence(s), and concluding sentence.

Parts of the essay

Paragraph 1: _____

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____

Paragraph 5: _____

Directions:

1. Read the following essay critically (skim, scan, and evaluate).

B. Causes of Youth Suicide

Many more young people die of suicide than of cancer. The word *suicide* is defined as "a conscious act of self-induced annihilation" (Schneidman, 1985, p. 203). Many young people have experiences that make them feel as if they want to die. They feel that they need to escape this situation and they chose suicide.

One cause of suicide is the death of a parent. Because the death of a parent occurs suddenly and mysteriously, it makes the children's mental pain unbearable. Children feel loneliness, loss of love, and the loss of belonging to someone. Often they feel cheated. They may choose death to reunite with their parents (Pfeffer, 1986).

Another reason is alienation from the family (Tembly, 1961). Alienation may be caused because the parents control too much, or ignore the children, or by the loss of a parent through separation or divorce. When children don't feel how much their

parents love them or care for them, many children will smoke or use drug or try other antisocial behavior to get the attention they need from their parents. When this fails, they may try suicide.

Rejection in love causes unbearable disappointment, not to mention frustration and depression, and sometimes leads to suicide. A young girl named Leslie, who attempted suicide, said, "My boyfriend called and said it was over…. There was so much pain I had to get away from it…. No one wanted me." (Crook, 1989, pp. 60-61). My high school classmate attempted suicide because she felt she couldn't live without her boyfriend. After several years, she got married to a different man. Later she said, "I don't know why I tried suicide for such a silly guy." When her attempt at suicide occurred, she was not mature. But love seems a serious thing at any age, and the rejection of that love hurts.

Sometimes youths try suicide because of academic pressure. Seiden (1966) says that the suicide rate among college students is significantly higher than among youths not in college, especially in Japan, an educational background affects future goals completely. If students graduate from a good university, they can get good jobs; otherwise, they can't. I felt as if my life was over when I failed to get into a good university in Japan. However, at that time my parents encouraged me to find another way to improve myself. Luckily, they saw what I needed and gave me their support, so I didn't attempt suicide. However, in the United States there is also a lot of pressure from society to enter a good university. "The situation [in the U.S.A.] ominously resembles a suicidal problem that prevails among the youth of Japan… [where] there are tremendous pressures to attend college, and those students who fail to gain entrance frequently turn to suicide as a solution to their dilemmas" (Sieden, 1966, p. 399).

Youths often kill themselves because of the death of a parent, alienation, rejection, and academic pressures. There would be fewer suicides if there were more family support and less pressure from society. Societal pressure is needed, but not to the extent that the children feel there is no way out of a situation except through death. So adults really need to care about their children to protect them from suicide.

Taken from: Spencer, M.C., & Arbon, B. (1996). *Foundation of Writing: Developing Research and Academic Writing Skills.* Illinois: NTC Publishing Group.

2. Then identify its type (descriptive, narrative, or expository) and purpose.

Type of the essay

Type: _____

Purpose of the essay

To _____

3. Now identify parts of the essay (introduction, body, or conclusion) together with its thesis statement, topic sentence(s), and concluding sentence.

Parts of the essay

Paragraph 1: _____

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____

Paragraph 5: _____

Paragraph 6: _____

Directions:

1. Read the following essay critically (skim, scan, and evaluate).

C. My Most Scary Experience

Learning something new can be a scary experience. One of the hardest things I've ever had to do was learn how to swim. I was always afraid of the water, but I decided that swimming was an important skill that I should learn. I also thought it would be good exercise and help me to become physically stronger. What I didn't realize was that learning to swim would also make me a more confident person.

New situations always make me a bit nervous, and my first swimming lesson was no exception. After I changed into my bathing suit in the locker room, I stood timidly by the side of the pool waiting for the teacher and other students to show up. After a couple of minutes, the teacher came over. She smiled and introduced herself, and two more students joined us. Although they were both older than me, they didn't seem to be embarrassed about not knowing how to swim. I began to feel more at ease.

We got into the pool, and the teacher had us put on brightly colored water wings to help us stay afloat. One of the other students, May, had already taken the beginning class once before, so she took a kick-board and went splashing off by herself. The other

student, Jerry, and I were told to hold on to the side of the pool and shown how to kick for the breaststroke. One by one, the teacher had us hold on to a kick-board while she pulled it through the water and we kicked. Pretty soon Jerry was off doing this by himself, traveling at a fast clip across the short end of the pool.

Things were not quite that easy for me, but the teacher was very patient. After a few more weeks, when I seemed to have caught on with my legs, she taught me the arm strokes. Now I had two things to concentrate on, my arms and my legs. I felt hopelessly uncoordinated. Sooner than I imagined, however, things began to feel "right" and I was able to swim. It was a wonderful feeling – like flying, maybe – to be able to shoot across the water.

Learning to swim was not easy for me, but in the end my persistence paid off. Not only did I learn how to swim and to conquer my fear of the water, but I also learned something about learning. Now when I am faced with a new situation I am not so nervous. I may feel uncomfortable to begin with, but I know that as I practice being in that situation and as my skills get better, I will feel more and more comfortable. It is a wonderful, free feeling when you achieve a goal you have set for yourself.

Taken from:

http://cf.linnbenton.edu/artcom/english/fleminw/upload/Sample%2 0Narrative%20Essay.pdf

2. Then identify its type (descriptive, narrative, or expository) and purpose.

Type of the essay

Type: _____

Purpose of the essay

To _____

3. Now identify parts of the essay (introduction, body, or conclusion) together with its thesis statement, topic sentence(s), and concluding sentence.

Parts of the essay

Paragraph 1: _____

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____

Paragraph 5: _____

APPENDIX E

The English essay writing pre-test and post-test

Pre-test

Name _____

<u>Directions</u>:

A. Write an essay

1. Write a 5-paragraph expository essay of about 200 words on the topic **"What are the benefits of using the Internet for university students?"** within <u>60 minutes</u>.

2. In the introduction, provide an interesting "hook" and a clear "thesis statement." <u>Underline your hook and thesis statement</u>.

3. In the body of an essay, divide the main topic of your essay down into sub-points. Explain and justify each sub-point with reasons and clear example(s).

4. In the conclusion, remind your reader briefly of your overall point and end your essay with a final satisfying statement.

B. Make annotations

After 60 minutes of writing the essay, make annotations (e.g., underline, write questions, and/or comments) about problems of your essay on an extra sheet of paper within <u>20 minutes</u>.

C. Give peer feedback

Then exchange the essay with your paired peer to provide feedback to your peer responding to the annotations within <u>20 minutes</u>. Write your feedback with <u>red ink</u>.

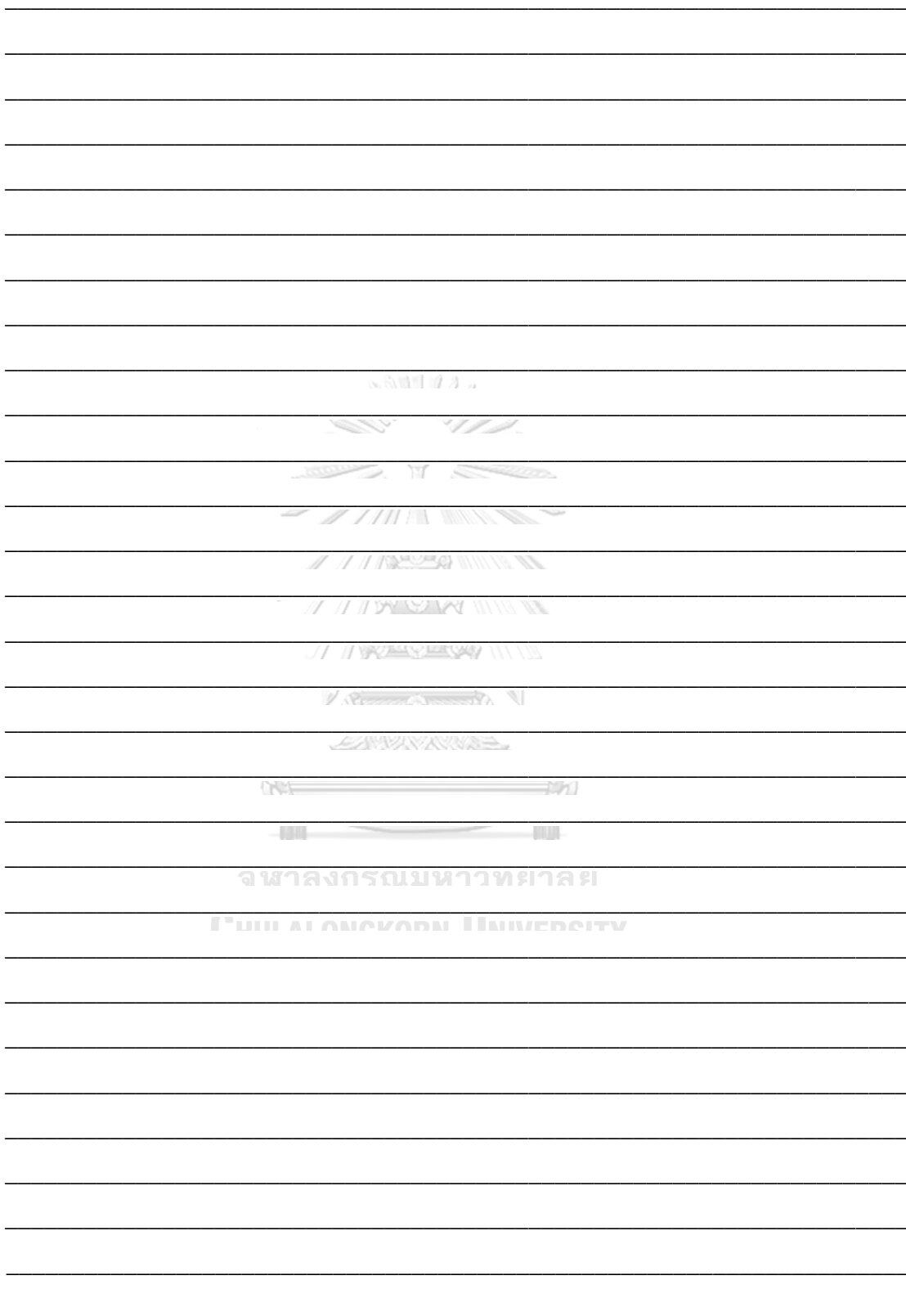**What are the benefits of using the Internet for university students?**

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Post-test

Name _____

<u>Directions</u>:

A. Write an essay

1. Write a 5-paragraph expository essay of about 200 words on the topic **"What are the benefits of using social media?"** within <u>60 minutes</u>.

2. In the introduction, provide an interesting "hook" and a clear "thesis statement." <u>Underline your hook and thesis statement</u>.

3. In the body of an essay, divide the main topic of your essay down into sub-points. Explain and justify each sub-point with reasons and clear example(s).

4. In the conclusion, remind your reader briefly of your overall point and end your essay with a final satisfying statement.

B. Make annotations

After 60 minutes of writing the essay, make annotations (e.g., underline, write questions, and/or comments) about problems of your essay on an extra sheet of paper within <u>20 minutes</u>.

C. Give peer feedback

Then exchange the essay with your paired peer to provide feedback to your peer responding to the annotations within <u>20 minutes</u>. Write your feedback with <u>red ink</u>.

What are the benefits of using social media?

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APPENDIX F

Attitude questionnaire (in the main study)

Attitude questionnaire

Part I: Students' attitudes <u>after</u> attending the SMPFS course

<u>Instructions</u>: How do you feel about the following statements? Please put a tick (√) in the box that corresponds to you most.

4 = strongly agree   3 = agree   2 = disagree   1 = strongly disagree

Attitudes <u>after</u> attending the SMPFS course	Strongly agree	Agree	Disagree	Strongly disagree
	4	3	2	1
Objectives and contents of the course				
1. The objectives of the course are useful in developing my English essay writing skills				
2. The contents of the course match the objectives of the course.				
3. The contents of the course are interesting.				
4. The contents of the course are appropriate with my proficiency level.				
5. The contents of the course can help me improve my English essay writing skills.				
Teaching methods and activities				
6. The overall activities and exercises are useful.				
7. The overall activities and exercises of each lesson are useful.				
8. The overall activities and exercises of each lesson are appropriate with my proficiency level.				
9. The overall activities and exercises of each lesson can help me improve my English essay writing skills.				
10. The overall teaching methods are appropriate.				
11. Using checklists is useful.				
12. Using and analyzing examples of annotations and feedback is useful.				
13. Reading critically is useful.				
14. Using process writing is useful.				
15. Self-monitoring is useful.				
16. Giving peer feedback is useful.				

Attitudes <u>after</u> attending the SMPFS course	Strongly agree	Agree	Disagree	Strongly disagree
	4	3	2	1
17. The overall teaching methods can help me improve my English essay writing skills.				
Self-monitoring strategy 18. I like self-monitoring strategy.				
19. I feel confident when self-monitoring.				
20. Self-monitoring is an important strategy in a process writing course.				
21. Self-monitoring is a difficult strategy.				
22. Self-monitoring strategy can make me feel more confident and motivated in writing.				
23. Self-monitoring strategy can help me improve my English essay writing skills.				
24. Self-monitoring strategy can help me read more critically.				
25. Self-monitoring strategy can help me ask better questions from my writing.				
26. Self-monitoring strategy can help me learn to be autonomous.				
27. Self-monitoring strategy can help me get specific feedback.				
28. I will use self-monitoring strategy in my future writing.				
Peer feedback strategy 29. I like peer feedback strategy.				
30. I feel confident when giving feedback to peers.				
31. Peer feedback is an important strategy in a process writing course.				
32. Peer feedback is a difficult strategy.				
33. Peer feedback strategy can make me feel more confident and motivated in writing.				
34. Peer feedback strategy can help me build rapport and relationship with friends.				
35. Peer feedback strategy can help me improve my English essay writing skills.				

Attitudes <u>after</u> attending the SMPFS course	Strongly agree	Agree	Disagree	Strongly disagree
	4	3	2	1
36. Peer feedback strategy can help me think more critically.				
37. Peer feedback strategy can help me learn collaboratively.				
38. Peer feedback strategy can help me understand problems in my writing better.				
39. I will use peer feedback strategy in my future writing.				
Teacher 40. The teacher is well-prepared.				
41. His teaching methods are easy to understand.				
42. His teaching methods can help me improve my English essay writing skills.				
43. The teacher is friendly, making me feel positive when learning this course.				
Evaluation 44. The evaluation criteria are clear and appropriate.				
45. The overall evaluation methods are appropriate.				
Writing performance 46. I can write English essays better in all aspects (content, organization, vocabulary, language use, and mechanics).				
47. I feel more confident to write future English essays.				
48. I still think English essay writing is difficult.				
Additional comments and suggestions 49. This course is useful.				
50. I think it is good to change partners when writing a new genre of essay to get different ideas from other peers.				
51. I think I can apply self-monitoring and peer feedback strategies in my future English courses.				

Part II: Comments or suggestions toward the course
<u>Instructions</u>: Please write your additional comments or suggestions on the course.

_____
_____
_____

APPENDIX G

Student log

Week 1

1. How did you feel about today's lesson?

2. What did you learn from today's lesson? What problems did you face? How did you solve those problems?

Week 2

1. How did you feel about today's activities and exercises?

2. Which part(s) of today's lesson that you did not understand? How would you like the teacher to clarify?

Week 3

1. How did you feel about today's teaching methods?

2. How did you feel about the clarity of the teaching?

Week 4

1. How did you feel about self-monitoring and peer feedback strategies? What problems did you have when using these strategies? How did you solve those problems?

2. Which part(s) of today's lesson that you did not understand? How would you like the teacher to clarify?

Week 5

1. How did you feel about today's lesson?

2. What did you learn from today's lesson? What problems did you face? How did you solve those problems?

Week 6

1. How did you feel about today's activities and exercises?

2. Which part(s) of today's lesson that you did not understand? How would you like the teacher to clarify?

Week 7

1. How did you feel about today's teaching methods?

2. How did you feel about the clarity of the teaching?

Week 8

1. How did you feel about today's lesson?

2. What did you learn from today's lesson? What problems did you face? How did you solve those problems?

Week 9

1. How did you feel about today's activities and exercises?

2. Which part(s) of today's lesson that you did not understand? How would you like the teacher to clarify?

Week 10

1. How did you feel about today's teaching methods?

2. How did you feel about the clarity of the teaching?

Week 11

1. How did you feel about today's lesson?

2. What did you learn from today's lesson? What problems did you face? How did you solve those problems?

Week 12

1. How did you feel about today's activities and exercises?

2. Which part(s) of today's lesson that you did not understand? How would you like the teacher to clarify?

Week 13

1. How did you feel about today's teaching methodology?

2. How did you feel about the clarity of the teaching?

Week 14

1. How did you feel about self-monitoring and peer feedback strategies? What problems did you have when using these strategies? How did you solve those problems?

2. Would you like the teacher to change anything when using these two strategies in this course? Please explain.

Week 15

1. Do you think that your English essay writing skills are gradually improved? How? Please explain.

2. How do you feel about this course?

APPENDIX H

Interview questions (in the main study)

1. In what ways are the objectives and contents of the course appropriate or not appropriate? (To verify question 1-4)

2. To what extent do you think the contents of the course helped you improve your English essay writing skills? (To verify question 5)

3. In what ways are the activities and exercises appropriate or not appropriate? (To verify question 6-8)

4. To what extent do you think the activities and exercises helped you improve your English essay writing skills? (To verify question 9)

5. In what ways are the teaching methods appropriate or not appropriate? (To verify question 10-16)

6. To what extent do you think the teaching methods helped you improve your English essay writing skills? (To verify question 17)

7. How do you feel about using self-monitoring strategy in this course? (To verify question 18-22)

8. To what extent do you think self-monitoring strategy helped you improve your English essay writing skills? (To verify question 23-27)

9. How do you feel about using peer feedback strategy in this course? (To verify question 29-34)

10. To what extent do you think peer feedback strategy helped you improve your English essay writing skills? (To verify question 35-38)

11. How do you feel about coupling self-monitoring strategy with peer feedback strategy in this course? Would you continue using these strategies in your future writing? Why? (To verify question 28, 39 and 51)

12. What teaching style, method, or technique did you find helpful? Did the teacher make you feel comfortable and enjoy attending this course? What about his teaching style did you like? Why? (To verify question 40-43)

13. In what ways can the evaluation criteria be improved? (To verify question 44)

14. In what ways can the evaluation methods be improved? (To verify question 45)

15. After taking this course, in what ways do you think your writing performance has improved? (To verify question 46-48)

16. What do you think about this course in general? Do you like it? Is it useful? In what ways? (To verify question 49-50)

APPENDIX I

Sample of a teacher log

<u>Week 1</u>

1. Overall students' behaviors (motivation and interaction)

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2. Activities

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3. Problems and successes with teaching (critical reading, self-monitoring, and peer feedback)

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_____

4. How to solve the problems?

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APPENDIX J

Samples of students' pre-test and post-test essays

Pre-test

Student A (Low)

<u>These day very important for our lives</u>. <u>Internet can search manythings</u>. <u>Such as We can search study language</u>. And use for entertain. We can use contact with university for study. We can search information in the classroom. such as I want to know vocabulary and search for study to cook play for fun such as play game, facebook, line.

You can contact with your friends to share and you can talk with friend about work, expennce

Student B (Intermediate)

The benefits of using the Internet for university students

In university have a necessary of using the internet. <u>The internet is very importance for learning of students</u>. First the internet can be as a source of <u>research information for homework</u>. When after school teacher talk about homework I will search internet for find information because the internet have source more book. Then the internet can be <u>using chat with friends</u> on facebook, line, twitter, instargrame. When feel alone we can contacs with friends by video call on facebook or line for talking about beautifull story or gossip. The internet can be play games for relaxe. When after school student feel serois and tired they are can play games for relaxe.

The internet is importance for students. The internet using search information using chat with friends and using play game excusive. Internet is free in university.

Student C (High)

<u>This time studying in the university will have to use the Internet to search some informations for student's work</u>. So the Internet is important to university students. <u>The benefits of using the Internet for university students are following</u>; The first, is a lot of information. The second, easy to work. And finally, learn new things.

The first of all the Internet is the biggest source of information. Students can find what they want to know. There have a lot of information that students can see from many site. That's really good.

Then the second, students can work easy. Because they don't need to go to the library and read book to find information for thair work. They just surff the Internet and click.

And finally, students can learn new things from the Internet. They can see what they never see before. They can know what they never know. Just click.

That you can see thair are the benefits of using the Internet for university students. Maybe you can see the benefits of the Internet for university students more than them.

Post-test

Student A (Low)

Social media! Benefits of using social media. The city is like a new world. Such as, Get to know around the world. Contact the business or online business. And relax by playing social media.

Get to know around the world. Getting to know each other Instagram can get to know new frieds. We have many foreign countries.

Contact the business or online business. Facebook can do business and a variety of business to make money fast and very good.

relax by playing social media. Play game online with my friends. you can ask your friends everytime shch as, homework and gossip.

In short, Benefits of using social media is get to know new friends. Social media can using contact the business or online business very good. And can use relax freetime shch as, game online and gossip.

Student B (Intermediate)

"Everything around the world is easy" Many people are using the social media for convenience to lifestyle. It's relaxe, shopping and chatting. Everyday I see many people walk on the street with play mobile phone they are looklike very concentrate with use social media.

First, the benefit of using social media is relaxe. Usually, many people are stress with worked and learned so that relaxe. them choose social media for relaxe such as play game online with friend, watching movie series, and watching funny cartoon. It's entertainment for relaxe.

Then, the benefit of using social media is shopping online. It's convenience for many people don't wanted to out door. They are can order by social media from many web-site such as lazada, shopfree, kaidee etc. And also facebook, Instragam, line etc., for order product what you want. Social media made many people the most convenience.

Finally, the benefit of using social media is chatting. When feel lonely we often look at for someone for chatting. Many people use social media for communication with other people such as facebook, line, MSN, skype and beetalk. It's easy to

communication. This time we choose chat on facebook more than telephone because free wifi.

Therefore, social media made everything to convenience. We will see the benefits of using social media is relaxe, shopping, and chatting. So social media is answer lifestyle of many people because it is easy to life. But don't forget the social media is the fast.

Student C (High)

"Social media, a part of daily life." In our everyday life we always use social media like a routine. It is a social online that we can join with our friends and the other accross the world. Benefits of social media are using for communication, relaxation and business.

First of all, we use social media for communication. We can communicate with everyone as quickly and easy by using social media. They are Facebook, Line, Instagram, Twitter, etc. For example, we have have friends in abroad that too far, but we can use Facebook to chat and vedio call with them as easy. This is really good for who have long distance with family and friends.

Moreover, social media is good for relaxation. There are many social media in this time. We can use it to enjoy as much as we can. Such as Youtube that we can watch movie and listen to music on it. There are a lot of things on Youtube not only movie and music but also ducumentary, news, game show, cartoon and rerun tv program. We can choose what we like to relax.

Finally, we can use social media for business. We would see many shopping online on social media. This is a easy way to make money and buy what we want. For example, Instagram is a way of shopping online that costumer can see the product from the pictures on Instagram.

In short, communication, relaxation and business are benefits of social media. We can use it everyday as much as we can. However, if it has good point if must has bad point too. So, we should to use it in the right way and do not spend too much time on it.

APPENDIX K

Samples of students' annotations and peer feedback

(from the pre-test and post-test essays)

Pre-test

Student A (Low) – *Translated from Thai*

Content

Annotation: Is my content complete? (Poor annotation)

Peer feedback: Your content is complete. (Poor peer feedback)

Organization

Annotation: Is my organization good? (Poor annotation)

Peer feedback: Your organization is good. (Poor peer feedback)

Vocabulary

Annotation: Do I use good vocabulary? (Poor annotation)

Peer feedback: I understand your vocabulary. (Poor peer feedback)

Language use

Annotation: Do I use correct grammar? (Poor annotation)

Peer feedback: It is all correct. (Poor peer feedback)

Mechanics

Annotation: Do I use correct punctuation marks? (Poor annotation)

Peer feedback: It is correct. (Poor peer feedback)

Student B (Intermediate) – *Translated from Thai*

Content

Annotation: Is my content correct? (Poor annotation)

Peer feedback: I think your content is correct. (Poor peer feedback)

Organization

Annotation: Is my organization correct? (Poor annotation)

Peer feedback: Yes, your organization is correct. (Poor peer feedback)

Vocabulary

Annotation: Do I use vocabulary that is related to the story? (Poor annotation)

Peer feedback: Your vocabulary is related to the story. (Poor peer feedback)

Language use

Annotation: Is my language use correct? (Poor annotation)

Peer feedback: I think your grammar is not correct. (Poor peer feedback)

Mechanics

Annotation: Do I use correct punctuation marks? (Poor annotation)

Peer feedback: You use a few wrong punctuation marks. (Poor peer feedback)

Student C (High) – *Translated from Thai*

Content

Annotation: The overall content is easy to understand. (Poor annotation)

Peer feedback: The content is easy to understand. (Poor peer feedback)

Organization

Annotation: What do you think about the organization? (Poor annotation)

Peer feedback: Your organization is good. (Poor peer feedback)

Vocabulary

Annotation: Do I use correct vocabulary? (Poor annotation)

Peer feedback: Your vocabulary is correct. (Poor peer feedback)

Language use

Annotation: Is my grammar correct? (Poor annotation)

Peer feedback: I don't know about the grammar. (Poor peer feedback)

Mechanics

Annotation: I'm not sure about my punctuation marks. (Poor annotation)

Peer feedback: I am not sure about the punctuation marks. (Poor peer feedback)

From the samples shown in the pre-test, the students of all levels made poor annotation and poor peer feedback in all writing aspects.

Post-test

Student A (Low) – *Annotated and provided peer feedback in English*

Content

Annotation: Is my *thesis statement* is clear. If not clear, correct for me. (Average annotation)

Peer feedback: It is clear. (Poor peer feedback)

Organization

Annotation: Does my *concluding sentence* tie to back to the *thesis statement*? (Average annotation)

Peer feedback: In *concluding sentence* not tieback *thesis statement*. (Average peer feedback)

Vocabulary

Annotation: Should I use more difficult or easier word? (Poor annotation)

Peer feedback: I'm not sure. (Poor peer feedback)

Language use

Annotation: Is my gramma in each paragraph correct. (Poor annotation)

Peer feedback: I think it's not correct. (Poor peer feedback)

Mechanics

Annotation: Is my spelling correct? (Poor annotation)

Peer feedback: I think it's correct. (Poor peer feedback)

Student B (Intermediate) – *Annotated and provided peer feedback in English*

Content

Annotation: My *thesis statement* clear? (Average annotation)

Peer feedback: It not clear. your *thesis statement are online business and relax by playing?* (Average peer feedback)

Organization

Annotation: My *transitions* correct and organize? (Average annotation)

Peer feedback: Your essay has transitions *first*, *second*, and *finally*. It is organized. (Good peer feedback)

Vocabulary

Annotation: Can I use "*widely*" in *paragraph 1*, these words is clear? (Average annotation)

Peer feedback: I'm not sure but I think you can. (Poor peer feedback)

Language use

Annotation: Please check my grammar because I'm not sure. (Poor annotation)

Peer feedback: I'm not sure about grammar. (Poor peer feedback)

Mechanics

Annotation: Do I use *;* in *paragraph 2* correct? (Average annotation)

Peer feedback: I'm not sure. (Poor peer feedback)

Student C (High) – *Annotated and provided peer feedback in English*

Content

Annotation: Is my *thesis statement* clear enough? If not, what should I write it? (Average annotation)

Peer feedback: Yes, it is clear but not enough. You will have to *point out about benefits, not how to use*. (Good peer feedback)

Organization

Annotation: My *conclusion* is the benefits of using social media are *add friends, easy to chat, and comfortable to share anything*. Is it tie back to the *thesis statement* "*The benefits of using social media are male some friends, chat, and share*"? (Good annotation)

Peer feedback: Yes, your *conclusion* tie back to the *thesis statement*. (Average peer feedback)

Vocabulary

Annotation: In my paragraph 2 I'm not sure I use *sicence (noun)* or I have to use *adj* instead. Did I use correct? (Good annotation)

Peer feedback: You talk about *subject science*. You have to use *noun* here. (Good peer feedback)

Language use

Annotation: "We *would* see many shopping online on social media." In *paragraph 4*, I'm not sure about this sentence that should I use "*will*" or "*would*"? Do I write in correct if not, what should I write it? (Good annotation)

Peer feedback: You have to use *will* in *future simple tence*. (Average peer feedback)

Mechanics

Annotation: Is "*vedio call*" in *paragraph 2* error spelling? If yes, please correct it. (Good annotation)

Peer feedback: You have to change this word be "video *call*". (Good peer feedback)

From the samples shown in the post-test, the students of all levels made better annotation and peer feedback on content and organization. The high proficiency students were found to do better on vocabulary, language use, and mechanics as well. Those typed in italic specified more specific annotations and peer feedback.
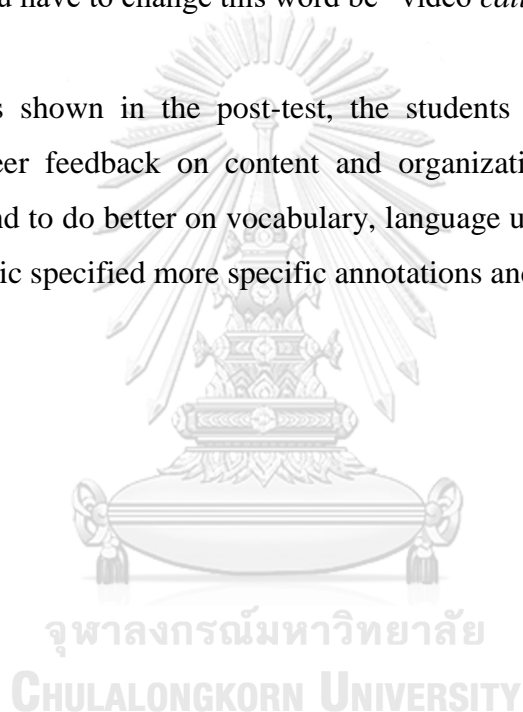
APPENDIX L

Samples of students' narrative, descriptive, and expository essays
(final drafts)
Narrative

Student A (Low)

The most memorable experience in my life

Experience the joy never forget. I went to Bangkok to meet my friends. First day, traveled by bus. Second day, at the Rai Khing temple with my friends. Finally, at the train night market Ratchada.

First day, I traveled by bus. I went by the bus Nakohchai air for 365 baht. Before I arrived Bangkok. I have pass 4 provinces, such as Nakhon Ratchasima, Saraburi, Ayutthaya and Pathum Thani. I spent about 6-7 hours to Bangkok.

Second day, I went to the Rai Khing temple with my friends. It located at the Rai Khing temple, Nakhon Pathom province. Drive from Bangkok about 45 min's. I took a photo and feed many fish with my friends before we to go back. We ate noodle at restaurant. A noodle is very delicious.

Finally, I went shopping at the train night market Ratchada with my friends. A night market for teens. Is shopping center in Bangkok, such as fashion boutiques and restaurants. I fee awkward because a lot of people shopping and walking crowd. Before we come back Khon Kaen. We had dinner and shop.

Trips to Bangkok to meet my friends. It was during this time that I have been happy with my friends. I like the Rai Khing temple and train night market Ratchada trips very much. I want to go to Bangkok again.

Student B (Intermediate)

The best memory at Koh Mak

Have you ever been toured with your boyfriend? I go to travel with my boy friend he name is Keng. We agreed will go to Koh Mak Trad province. It is beautiful place, swim, and snorkeling.

First, I am interesting Koh Mak because it is peace place and beautiful place. There are many beach in Koh Mak. The most favorite is Cococape beach. It very

beautiful and peace. It have long wood bridge. We are walking on the bridge for enjoy the sea.

Second, when we arrived. I have to swim immediately. Because the water here is beautiful and clear. And we are driving around Island for take photos.

Finally, we also go to snorkeling at Koh Kham by ship. I am excited and very happy to see fishes. Beautiful coral and variety.

Therefore, this trip I was happy to have go to Koh Mak. Trip at Koh Mak is the best memory of us. <u>It is beautiful place, swimming and good snorkeling</u>.

Student C (High)

My Most Memorable Experience

"Have you ever been to Pattaya? It's better if you haven't" When I was sophomore I went to Pattaya with friends. We stayed in Pattaya 3 days and 2 nights. I thought we'll have fun along the trip, but it was not. I got a lot of experiences from Pattaya: Walking Street, Koh Larn and Royal Garden Plaza.

The first is my exiting experience at Walking Street. I went to Walking Street at night. There are a lot of foreigners, streetwalkers, lights, convenience stores, nightclubs, bars and resturants. While I'm walking along the street, I saw many strangers. They tried to ask me and friends to see a show. It is naked show. We said yes because we're curious. The show has 8 women aged between 30-40 years. They danced without clothes, it was exiting and disgusting at the same time. I didn't know why I see them till the show end.

The second is unimpressive experience about Koh Larn. I and friends took a ferry to go to Koh Larn. It packed a lot of tourists. During the journey, I saw many passengers vomited. I can't stand about that because it makes me want to trow up like them. Moreover, I thought that I will see handsome guys from Europe, America or Australia on the beach. But I met only Chinese tourists. They are not my target.

The last is my terrible experience about Royal Garden Plaza. There is a shopping mall in the center of South Pattaya. And the worst situation, while we are walking around there my friend collided with condominium sales counter's accessory. It's a fake tree. My friend said sorry, but a rude salesman looked at him with disdainfully eyes. So we didn't care and walked away.

That is all of my experiences about Walking Street, Koh Larn and Royal Garden Plaza in Pattaya. This trip makes me know that nothing is perfect. So this is the reason why Pattaya trip is my most memorable experience.

Descriptive

Student A (Low)

My dream vacation

A waterfall is blue. blue waterfall is a Erawan waterfall. I like to Erawan it is a very beautifull waterfall and I want a go there. I stayed in a homestay at an affordable price. Erawan pretty much a tourist attraction.

Erawan is located on Si-Sawat district in Kanchanaburi province. About 130 km north of Kanchanaburi. I will take the train from Bangkok to Kanchanaburi. And the bus ride to the Erawan waterfall. The bus ride takes about 1-2 hours to reach most beautiful waterfall nature.

My homestay at an affordable price. I want to stick to nutural serenity. In the bedroom there are fan, lights dim, soft beds and clean bathrooms. The glass doors open for beautiful view.

Erawan is a very good atmosphere. In the morning, the air is cool and misty slightly. Erawan waterfall 7 lavels of natural beauty. The 7 layer of Erawan waterfall is a perfect reward for climbing all the way to the top. From the fist level is takes about 45 minutest to an hour to reach the seven level.

In short, I think it's Erawan waterfall paradise because it is very beautiful. it's convenient to travel by train. And the view of the entire trip, I think it is good for if I go with my special person. Because the waterfall is very nice place, I want to dream again.

Student B (Intermediate)

My dream vacation

"Thailand has many amazing place for you? My dream vacation to go is Tatton Waterfall. It is about 2 hours away from my home. It is beautiful, peaceful and has many activities to do such as havelunch, swim, play guitar and sunbathing.

First, Tatton Waterfall is a nation park in Chaiyapoom province Thailand. When you stand at the front look on at the 6 meter of waterfall from cliff. It make your feel excited. Tatton Waterfall is a beautiful place. It has many animals such as barking deer, weasel, rabbit, squirrel, boar, jungle fowl, butterfly and birds and big wild and many flowers. This makes your feel freshy.

Second, it is peaceful and private. Waterfall has wide area which is about 127 square kilometer. It is big enough although many people visit the place it is still quiet, peaceful and private. Quiet atmosphere and sound of the waterfall makes your feel magic.

Third, it has many activities to do such as havelunch beside river, swim, play guitar and sunbathing. I would to havelunch with my family at Tatton Waterfall because to build a good relationship in our family. I want to swim with my nephew he very like swim.

Tatton Waterfall is my dream vacation. It is a beautiful and peaceful it has many activities to do such as havelunch, swim, play guitar and sunbathing.

Student C (High)

My Dream Vacation

"My dream vacation is special, and I'm sure that it isn't like yours." My dream vacation is visiting a garden house in Ban Pong District, Ratchaburi Province. It is called "Ban Suan." It is my uncle's work place that I visited 10 years ago. If I have the chance I will go there again because of three reasons. It has a good scenery, a lot of activities to do, and is a peaceful place.

First, Ban Suan has a good scenery. There are a wooden house, and has many flowers and plants along the pathway to the house such as Rose, Zinnia elegans, Chinese rose, Purslane, etc. That is colorful. Around the house has a lot of trees and orchids. In front of the house has a pond and a water pavilion. Behind the house has a bigger pond, and next to the pond is a joint plantation, where grow several kinds of plant, alternates with a gutter ditch, it is a small ditch diverted water from the pond. In the joint plantation are coconut palms, banana trees and mango trees. They are green and shady. I can see the good view because it is surrounded by beautiful landscape.

Next, It has a lot of activities to do. If I go to Ban Suan I can swim in the pond in front of the house. I can pick roses and orchids to cook. Also, I can harvest bananas, coconuts, and mangoes from the joint plantation. It is so much fun. Moreover, I can row a boat along the gutter ditch behind the house, and then climb a tree in the house area or do anything. It is more than I can explain.

Finally, Ban Suan is a peaceful place. Because it is a privat area, no one can enter unless owner and caretaker. So I can make myself comfortable without disturbance. When I was there I always took a nap under a big tree in the house area and took fresh breeze air. I would hear only the sound of the wind blew the leaves, bug's chirping and bird's singing. It is really quiet.

In short, Ban Suan has a good scenery, a lot of activities and is a peaceful place. I think Ban Suan is one of the good place for me. I hope I will have a good fortune to go there again in my next vacation.

Expository

Student A (Low)

The causes of lung cancer

Malignant tumor! Lung cancer is a tumor of the long to grow faster. Spread to near by organs and spread to other uncontrollable. This can be caused by external factors. First, the ricks of smoking Second, the vorious pollution cause cancer. And finally, The genetic defect thet causes cancer risk increased as well.

First, The risk of smoking. May cause lung cancer the most. People are more vulnerable to lung cancer than non-smokers to 10-30 as the substance in cigarettes can damage lung cells. The risk increases with the number of cigarettes smoked and year of smoking.

Second, The vorious pollution cause cancer. Pollution in the air. Considered to be the most important factor is one of the most important factor as a risk of lung cancer. Because of the air pollution that is around us all the time. If the air around us, including, poisonous fumes from cars and factories. It would give us a chanc to have lung cancer is increasing.

finally, The genetic defect that causes cancer risk increased as well. Cancer is hereditary from parent to child. From one generation to another. Nomolly, people are born with the cancer cells. But is it stimulating the cancer cells grow into a tumor.

In short, Lung cancer is a tumor that serious the main reason that most of the people of lung cancer is smoking, The smoke enters the body or from arsenic. Dust the ong or genetic can lung cancer as well.

Student B (Intermediate)

The causes of lung cancer

"Lung cancer killed many people" Lung cancer is a dangerous disease. It is disease of adults and found in Thailand and around the world. The causes of lung cancer is smoking, air pollution and heredity. There are the main causes of lung cancer.

First, the causes of lung cancer is smoking. It's maybe cause of lung cancer the most. About 90% of lung cancer arising as a result of tobacco use. People who smoke are more vulnerable to lung cancer than non-smoker to 10-30 as the substance in cigarettes can damage lung cells such as Nicotine, tart, carbon monoxide, ammonia,

hydrogen cyanide, nitrogen dioxide, and radioactive etc. This risk increases with the number of cigaretted smoked and years of smoke. "Sources from bumrungrad.com"

Second, the causes of lung cancer is air pollution. It is another important factor is a very important factor, which is a risk factor for lung cancer. Because air pollution is all around us. Pollution around us including toxic fumes from cars and industrial it gives us the opportunity to lung cancer increased. "Sources from cancerfight"

Finally, the causes of lung cancer is heredity. Those with parent's history of lung cancer does increases our risk to some degree. Heredity lung cancer is higher in women non-smoke and those with early on set lung cancer. It that occure before the age of 60. "sources from bumrungrad.com"

Therefore, the lung cancer is causes of death of the top both male and female. The causes of lung cancer is smoking, air pollution, and hereditary, However, lung cancer can be cured if defected in the early stages.

Student C (High)

The Causes of Lung Cancer

"Lung cancer, the unexpectedly danger." It's around us in our daily life. Lung cancer is a disease that extremely found in Thailand and it is the firstly cause of death for both men and women. It was happened by three causations there are age, getting pollution and smoking.

First of all, age is a cause of lung cancer. Risk of lung cancer will increase when we are older, immune system will be lessend that lead to our body weak. So we can get lung cancer as easy when we are older. Generally, risk of lung cancer will increase after we are 40 years old, but it can be found in youth too if they are unhealthy.

Moreover, we can have lung cancer if we get pollution. The pollution can make more chance to get lung cancer. They are ray, chemical substance, asbestos, radon, arsenice, smoke, nickel dirt, chromium dirt, etc. For example, people who live in city have more chance to get lung cancer than people who live in rural because in the city has a lot of cars that it makes a lot of smokes to the air, and become to pollution which is the one cause of lung cancer.

Finally, the mainly cause of lung cancer is smoking. About 80 percentage of lung cancer would happen with who smoke. The smoker who smoke 20 cigarttes a day

for 20 years will get chance to have lung cancer more than who don't smoke. Not only smoker but all second hand smoke, who not smoker but receive smoke from smoking, will have chance to get lung cancer too because it is getting the same toxic like smoker.

All in all, age, getting pollution and smoking are causes of lung cancer. We would see that the mainly cause is smoking. However, these are things around us in our daily life that we unexpected. So we should be awear about it to avoid and protect ourselves from lung cancer by stay away from smoking, pollution and do healthy.

Sources:

1) www.bumrugrad.com

2) www.bangkokhospital.com

3) cancerfightclub.blogspot.com

APPENDIX M

Samples of students' excerpts from student logs

1. Lessons and problems

I felt excited because I had never studied essay writing before. Most of the time I wrote essays in Thai, but writing English essays was different. There were many steps to follow. It was fun. (Student #5 – Intermediate)

I think that today's lesson was quite difficult and I had to understand more on this topic. However, I liked that the teacher always suggested ideas, explained more, and took care of the students well, so the class was more enjoyable to learn. (Student #4 – Intermediate)

I felt that making annotations was a very important part of writing essays. It helped me be more critical and careful to read and write. (Student #12 – High)

The topic for today was new and difficult, but the contents about writing process were similar to those in the previous lessons, so it was like reviewing the process of writing. This made me understand more about the writing process. (Student #23 – High)

2. Activities and exercises

What I learned today was about The Writing Process #1. At the beginning, I felt that it was difficult, but when the teacher provided more examples, I gradually understood more. Then the teacher asked the students to do the exercises that were similar to the examples, but on different topics. I found out that it was not that difficult and I could understand the lesson much better. Moreover, the teacher taught and explained well and clearly so I understood better. (Student #24 – Intermediate)

I felt that I learned to think more critically. Although I still felt unsure about my writing problems, I felt that the activities and exercises helped me think deeper and be more aware of my own writing. (Student #2 – Low)

I feel that making annotations was a very important strategy to use in learning essay writing. It helped me know more about my own errors. I learned to exchange knowledge from my friend as well. (Student #25 – High)

It was fun to study today. I learned to put more ideas based on my peer's comments and feedback in my writing. (Student #5 – Intermediate)

3. Teacher/teaching methods

Today the teacher went deeper into the contents. The contents were quite a lot, but the teacher tried to explain and summarize the key points to make them as easy as possible for the students to understand. This made me feel good because I did not feel pressured to study. The teacher also treated every student equally so that we could talk and ask the teacher more openly and confidently. (Student #4 – Intermediate)

The teacher taught clearly, but a bit too fast. Sometimes I could not follow. (Student #2 – Low)

The teacher was friendly. He allowed the students to ask and discuss openly. This made it more relaxed and easier to understand the lesson. (Student #25 – High)

4. The self-monitoring and peer feedback strategies

Self-monitoring

I feel that self-monitor was rather a difficult strategy. So I did not know how to ask questions clearly and specifically. (Student #1 – Low)

I think that self-monitoring was quite difficult. Sometimes, I did not know what problems to ask my friend. (Student #24 – Intermediate)

I tried to solve the problems by practicing more on making annotations on the aspects that I was weak. I also used the sheets that the teacher provided to help me annotate. (Student #16 – High)

I had to use the sheets that the teacher provided to follow most of the time. I sometimes asked my partners, but I did not dare to ask the teacher because I was afraid the teacher would think I was not good. (Student #1 – Low)

I sometimes asked my friends about my annotations if they were clear or good enough. However, most of the time, I liked to ask the teacher. He always suggested ideas, gave hints, and explained closely to the students. This helped me see better how to ask more specific questions. (Student #24 – Intermediate)

Peer feedback

I think peer feedback was a very useful strategy. It allowed us to discuss and share ideas openly. It also helped us build rapport. We were closer to each other as well. On the other hand, my friend was quite compromising. She provided positive feedback saying that nothing was wrong, or everything was correct. I think she did not

want me to lose face. Therefore, I had to tell her to be more direct and provide real and direct feedback. (Student #6 – Intermediate)

I think the strategy was good. It helped me see problems that I did not think about, but the problem was, at the beginning, my partner was afraid to give negative or direct feedback to me. (Students #5 – Intermediate)

When I did not get clear and specific feedback from my partner, I would tell her to give real and be more direct about the feedback. (Student #9 – Intermediate)

When I did not understand the feedback, I had to tell her to explain the feedback again and be more direct with her feedback. (Student #5 – Intermediate)

When I was not sure about the feedback, for example, about spelling and vocabulary, I checked with dictionaries again or asked the teacher if the feedback was correct or not. (Student #21 – High)

Self-monitoring & Peer feedback

I feel that these two strategies were useful and appropriate to use in this course. However, I sometimes encountered problems about peer feedback that the feedback I received was not clear enough. So, it was hard to revise my drafts because I did not know for sure whether the feedback was correct or incorrect. Therefore, it would be better if the teacher could provide the feedback on second or final drafts so that I could revise my drafts easier and with more confidence. (Student #21 – High)

I feel that these two strategies had both benefits and drawbacks. I think self-monitoring strategy helped me think deeper and read more critically. It could be used in the exams, too. However, to use the strategy, I needed to have knowledge about many aspects to ask the questions that were clear and specific. For the peer feedback strategy, peers also had to be knowledgeable; otherwise, I might not benefit from the feedback that much. I also think that these two strategies could be used interchangeably. (Student #19 – Intermediate)

5. Students' writing improvement

I think that my writing was improved a great deal. I had never thought that writing could have different steps to follow. It helped me learn to write a lot better. (Student #20 – Intermediate)

I think my writing skills were improved. At the beginning, I did not know much to write and could not translate, but when I practiced writing more and often, I gained

more knowledge in writing and felt that my writing was improved. Toward to end of the course, I hardly looked at the textbook to follow the process of writing. (Student #24 – Intermediate)

6. The SMPFS course

I felt good toward this course. The course helped me improve my writing skills. I could apply the knowledge I gained from this course to other English courses. I could also use better grammar. (Student #16 – High)

At the beginning, I felt pressured to study because I was not good at English. I was not sure if I could make it through the end of the course, especially during the exams. However, the teacher made this course more enjoyable and fun. I felt more relaxed and comfortable learning this course. (Student #24 – Intermediate)
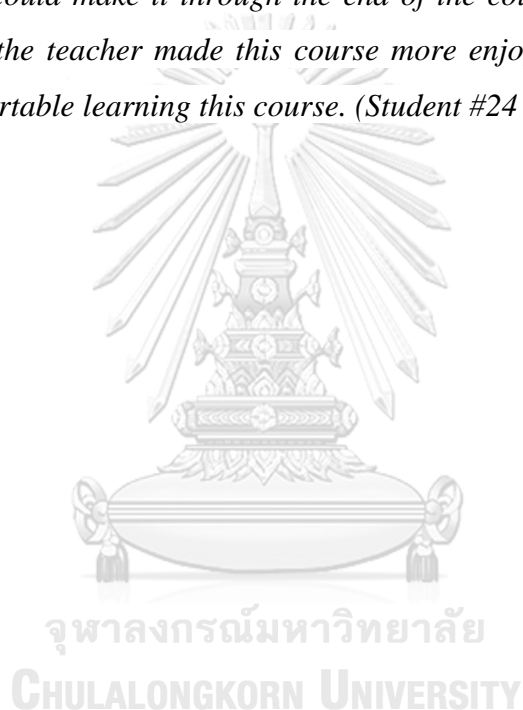
VITA

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