

## บรรณานุกรม

ภาษาไทย

กานดา ลินชวานนท์. วิชาชุดครูประกาศนียบัตรวิชาการศึกษา ตอน 1 วิธีสอนภาษาอังกฤษ. พระนคร: โรงพิมพ์คุรุสภา, 2506.

นงลักษณ์ บุณนาค. ตำราวิชาชุดครูมัธยมของคุรุสภา วิชาภาษาอังกฤษ ตอน 7  
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ประคอง กรรณสูต. สถิติศาสตร์ประยุกต์สำหรับครู. พระนคร: ไทยวัฒนาพานิช,  
2510.

ลลิตการวิสัย วงศ์สุรจิต. "ทักษะการเขียนในชั้นมัธยมปลายส่งเสริมการเขียนภาษาอังกฤษ (Writing Skill in the Upper Mathayom Improves English Studying)." วิทยานิพนธ์ปริญญาโทมหาบัณฑิต คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย, 2502.

แวน ไชออค, ไบรซ์. แนะวิธีสอนภาษาอังกฤษตามหลักภาษาศาสตร์. แปลจาก  
Methods of Teaching English as a Foreign Language With  
Particular Reference to Speakers of Thai. โดยคมคาย  
จงเจริญสุข. พระนคร: โรงพิมพ์สมาคมสังคมศาสตร์แห่งประเทศไทย, 2506.

ศึกษาธิการ, กระทรวง. คู่มือประโยชน์มัธยมศึกษาตอนปลายวิชาภาษาอังกฤษ.  
พระนคร: โรงพิมพ์คุรุสภา, 2506.

สุไร พงษ์ทองเจริญ. ตำราวิชาชุดครูมัธยมของคุรุสภา วิชาภาษาอังกฤษ ตอน 5  
วิธีสอนภาษาอังกฤษ. พิมพ์ครั้งที่ 2. พระนคร: โรงพิมพ์คุรุสภา, 2512.

เสาวনী อินทรภักดี. วิชาชุดครูประกาศนียบัตรวิชาการศึกษาของคุรุสภา ภาษาอังกฤษ  
ตอน 3 แสดงความ. พระนคร: โรงพิมพ์คุรุสภา, 2505.

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ภาคผนวก

ภาคผนวก ก.

การหาค่าความเชื่อถือได้ (Reliability) ของแบบทดสอบด้วยวิธี  
Test-retest โดยใช้สูตร

$$r_{XY} = \frac{N \Sigma XY - \Sigma X \Sigma Y}{\sqrt{[N \Sigma X^2 - (\Sigma X)^2][N \Sigma Y^2 - (\Sigma Y)^2]}}$$

$r_{XY}$  = สัมประสิทธิ์สหสัมพันธ์ (เป็นค่าความเชื่อถือได้ของแบบทดสอบ)

$N$  = จำนวนตัวอย่างประชากร

$\Sigma X$  = ผลรวมของคะแนนจากการทดสอบครั้งที่ 1

$\Sigma Y$  = ผลรวมของคะแนนจากการทดสอบครั้งที่ 2

$\Sigma XY$  = ผลรวมของผลคูณของคะแนนจากการทดสอบครั้งที่ 1 และ 2

$\Sigma X^2$  = ผลรวมของกำลังสองของคะแนนที่ได้จากการทดสอบครั้งที่ 1

$\Sigma Y^2$  = ผลรวมของกำลังสองของคะแนนที่ได้จากการทดสอบครั้งที่ 2

ค่าความเชื่อถือได้ของแบบทดสอบ

$$N = 40$$

$$\Sigma X = 10005$$

$$\Sigma Y = 11031$$

$$\Sigma XY = 2852598$$

$$\Sigma X^2 = 2624831$$

$$\Sigma Y^2 = 3182541$$



$$\begin{aligned}
 r_{XY} &= \frac{(40 \times 2852598) - (10005 \times 11031)}{\sqrt{[(40 \times 2624831) - (10005)^2] [(40 \times 11031) - (11031)^2]}} \\
 &= \frac{114103920 - 110365155}{\sqrt{[104993240 - 100100025] [127301640 - 121682961]}} \\
 &= \frac{3738765}{\sqrt{[4893215] [5618679]}} \\
 &= \frac{3738765}{\sqrt{27493404362985}} \\
 &= \frac{3738765}{5243415.33} \\
 &= 0.713
 \end{aligned}$$

ជំពូក ខ.

Questionnaire on the Teaching of English Writing at the  
Teachers College Level.

Please supply the information asked for below and check ✓  
in the appropriate box/boxes where there is a box answer. You may  
answer in Thai or English.

Part I Personal Information

1. Sex:

- a. Male
- b. Female

2. Age:

- a. Under 25 years.
- b. 25 - 30 years.
- c. 31 - 35 years.
- d. 36 - 40 years.
- e. 41 + years

3. Country of birth:

- a. Thailand.
- b. England.
- c. The United States.
- d. Canada.
- e. Other \_\_\_\_\_ .

(Kindly specify)

4. Status:

- a. A Thai government official.
- b. A Peace Corps Volunteer.
- c. Other \_\_\_\_\_ .

(Kindly specify)

## 5. Educational Background:

	Institution	Degree held	Year
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

## 6. Non - degree graduate work:

	Institution	Field	Year
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

## 7. Years of English teaching experience:

- a. Less than 1 year.  
 b. 1 - 5 years.  
 c. 6 - 10 years.  
 d. 11 - 15 years.  
 e. More than 15 years.

## 8. Experience in teaching English writing at the teachers college level:

- a. Less than 1 year.  
 b. 1 - 5 years.  
 c. 6 - 10 years.  
 d. 11 - 15 years.  
 e. More than 15 years.



9. While studying, English was your:

- a. major subject.
- b. minor subject.
- c. other \_\_\_\_\_.

(Kindly specify)

10. While teaching in the teachers college, you:

- a. have never had any in-service English training.
- b. have never participated in any seminar in teaching English as a foreign language.
- c. have participated in in-service English training \_\_\_\_\_ times.
- d. have participated in seminars in teaching English as a foreign language \_\_\_\_\_ times.

11. Periods of teaching English per week:

- a. Less than 10.
- b. 10 - 15.
- c. 16 - 20.
- d. More than 21.

12. Periods of teaching English writing per week:

- a. 4
- b. 8
- c. 12
- d. 16
- e. 20

## 13. Sources of increasing your English knowledge:

- a. Programs from radio and/or television.
- b. Language Institutes.
- c. Periodicals.
- d. Magazines.
- e. Tape recorder and recorded materials.
- f. Movies.
- g. Others. (Kindly specify)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## 14. Your reference book / books on teaching English as a foreign language is / are .....

- a. Allen, Harold B. Teaching English as a second language.
- b. Billows, F.L. The Techniques of Language Teaching.
- c. Fries, Charles C. Teaching and Learning English as a Foreign Language.
- d. Lado, Robert. Language Teaching: A Scientific Approach.
- e. Mackey, William Francis. Language Teaching analysis.
- f. Rivers, Wilga M. Teaching Foreign Language Skills.
- g. Stevick, Carl W. Helping People Learn English.
- h. Stevick, Carl W. A Workbook in Language Teaching with special Reference to English as a Foreign Language.

i. Wardhaugh, Ronald. Teaching English to Speakers of other Languages: the State of the Art.

j. Other. (Kindly specify.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

15. Your reference book / books on teaching English writing is / are:

a. Wishon, George E. and Julia M. Burks. Let's Write English.

b. Robinson, Lois. Guided Writing and Free Writing.

c. Spencer, D.H. Guided Composition Exercises.

d. Jupp, T.C. and John Milne. English Sentence Structure.

e. Jupp, T.C. and John Milne. Guided Course in English Composition.

f. Etherton, A.R.B. Mastering Modern English.

g. Yorkey, Richard C. Study Skills for Students of English as a Second Language.

h. Other. (Kindly specify.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

16. Journals and / or periodicals you often read for further information on teaching English as a foreign language and on teaching English writing are:

a. English Teaching Forum.

b. English Language Teaching.

c. Language Learning

- d. TESOL Quarterly
- e. Other. (Kindly specify.)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Part II Information About the Students

1. The students at your college are allowed to choose English as their major subject if:

- a. they pass the English ability test designed by \_\_\_\_\_
- b. they got an A or B in English 6 and English 7.
- c. they want to.
- d. other. (Kindly specify.)
- \_\_\_\_\_

2. You think that this criterion is:

- a. suitable.
- b. not suitable.

Please explain why.

\_\_\_\_\_

\_\_\_\_\_

3. Are the English major students at your college divided into small groups when taking English major courses?

- a. No.
- b. Yes. They are divided into \_\_\_\_\_ groups.

They are in the same group because:

1. they have the same ability as determined by their average English grades received.

2. they want to be.

3. other reasons. (Kindly specify.)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. In general, how many students are there in each writing group?

a. Less than 20.

b. 20 - 25.

c. 26 - 30.

d. 31 - 35.

e. 36 - 40.

f. More than 40.

### Part III The Writing Courses at the Teachers College Level.

#### 3.1 The Objectives of the Writing Courses.

1. The objectives of the writing courses as determined by the Teacher Training Department are:

a. clear and easy to carry out.

b. not clear and needs elaboration.

c. well-planned and reasonable.

d. too much over the students' ability.

e. other. (Kindly specify.)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

2. You think that the students have:

- a. enough practice from these writing courses.
- b. less practice than they should have.

3. Have the writing courses been well-defined?

- a. Yes.
- b. No.

4. Who defined the objectives?

- a. The Supervisory Unit of the Teacher Training Department.
- b. I did.
- c. Other. (Kindly specify.)

### 3.2 The Schedule of the Writing Courses.

1. In your opinion, the time provided for the writing courses

(4 periods a week) is:

- a. enough to have the students practice different kinds of writing.
- b. less than it should be. You prefer \_\_\_\_\_ periods a week.
- c. more than it should be. You prefer \_\_\_\_\_ periods a week.

2. According to the schedule, you have:

- a. a single period four days a week.
- b. two separate periods a day twice a week.
- c. two-hour period twice a week.
- d. other. (Kindly specify.)

3. Are you satisfied with that kind of schedule?

a. Yes.

b. No.

If you could choose, which kind of schedule would be most suitable?

1. A single period four days a week.

2. Two separate periods a day twice a week.

3. Two-hour period twice a week.

4. Other. (Kindly specify.) \_\_\_\_\_

4. You have spent the provided time on:

(Please specify the percentage of total class time used in the space provided corresponding to the box / boxes which best represent(s) your answer.)

Percent of total class time per week.

\_\_\_\_\_  a. preparing the students to write.

\_\_\_\_\_  b. explaining grammatical rules.

\_\_\_\_\_  c. practicing using vocabulary and structures.

\_\_\_\_\_  d. having the students write sentences / paragraphs / a composition.

\_\_\_\_\_  e. correcting mistakes.

\_\_\_\_\_  f. checking the students' written work.

\_\_\_\_\_  g. other. (Kindly specify.)

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5. In your opinion, teaching English 13 (Writing I) before English 20 (Writing II) is:

- a. suitable.
- b. not suitable.

Why do you think so?

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6. Has your college ever found it necessary to have the English majors take English 13 (Writing I) and English 20 (Writing II) in the same term?

- a. No
- b. Yes. How often does this occur?

1. Once a year.
2. Twice a year.
3. Every term.
4. Other. (Kindly specify.)
- 

What is your attitude towards this?

1. It is good for the students to use the knowledge from English 13 to supplement English 20.
2. This will cause serious problems for the students.
3. This will solve administrative problems.
4. Other. (Kindly specify.)
-



Part IV Texts and Supplementary Materials

1. Please give the names of the texts used in teaching.

- a. English 13 (Writing I) \_\_\_\_\_  
 \_\_\_\_\_
- b. English 20 (Writing II) \_\_\_\_\_  
 \_\_\_\_\_

2. Who chose the text for teaching English 13 (Writing I)?

- a. A supervisor of the Teacher Training Department.
- b. The head of the English section.
- c. An English teacher who had taught this course before I did.
- d. I did. (Please give your reasons.)
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
- e. Other. (Kindly specify.)  
 \_\_\_\_\_

3. Who chose the text for teaching English 20 (Writing II)?

- a. A supervisor of the Teacher Training Department.
- b. The head of the English section.
- c. An English teacher who had taught this course before I did.
- d. I did. (Please give your reasons.)
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
- e. Other. (Kindly specify.)  
 \_\_\_\_\_

4. In your opinion, the text used in teaching Writing I:

a. gives well-graded exercises to satisfy the objectives of the course.

b. gives more difficult exercises than is reasonable.

c. gives less exercises than needed.

d. Others. (Kindly specify.)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

5. In your opinion, the text used in teaching Writing II:

a. gives well-graded exercises to satisfy the objectives of the course.

b. gives more difficult exercises than is reasonable.

c. gives less exercises than needed.

d. Others. (Kindly specify.)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. The book (or books) that you would like to recommend as a text (or texts) for English 13 (Writing I) instead of the one that has been used is (are): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

written by \_\_\_\_\_

---

Please explain why.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

7. The book (or books) that you would like to recommend as a text (or texts) for English 20 (Writing II) instead of the one that has been used is (are): \_\_\_\_\_
- 
- 

written by \_\_\_\_\_

---

Please explain why.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

8. If you did not use any text, the exercises in your writing course are:

- a. written by yourself.
- b. taken from books on teaching English writing as a foreign language; for example, from:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

c. taken from some grammar books; for example, from:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

d. other. (Kindly specify.)

\_\_\_\_\_

9. The teaching aids you often used in your writing course are:

- a. books.
- b. pictures.
- c. series of pictures.
- d. tape recorded materials.
- e. motion pictures.
- f. filmstrips.
- g. others. (Kindly specify.)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

10. How often did you use these teaching aids?

- a. Every period.
- b. Every other period.

- c. Once a week.
- d. Twice a week.
- e. Once a month.
- f. Twice a month.
- g. Other. (Kindly specify.)
- 

11. The book / books you often used as supplementary materials is/are:

- a. Alexander, L.G. Guided Composition in English Language Teaching.
- b. Arapoff, Nancy. Writing Through Understanding.
- c. Carr, Sandra. E. and others Basic Writing Review.
- d. Chaplen, Frank. An Introduction to Composition Writing for Students of English as a Foreign Language.
- e. Chaplen, Frank. Paragraph Writing.
- f. Hartman, John English Conversation and Composition Through Pictures.
- g. Heaton, J.B. Composition Through Pictures.
- h. Hill, L.A. Free Composition Book.
- i. Hill, L.A. Outline Composition Book.
- j. Robinson, Lois Guided Writing and Free Writing.
- k. Ross, Janet and Gladys Doty. Writing English: A Composition Text in English as a Foreign Language.
- l. Other. (Kindly specify)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Part V Teach English Writing

5.1 How You Teach Your Students

Note In this part you are asked to answer the questions in detail concerning "When?" and "How often?" The choices in the first two items are given as examples of the type of the expected answers. Please conform with these two items when answering other items. Please check the first two items and fill in the blanks of the rest.

1. When have the students been asked to copy a model paragraph / composition?
- a. At the beginning of the term.
  - b. In the middle of the term.
  - c. When the teacher introduces a new level of difficulty or type of writing.
  - d. When the teacher wants them to study the organization of the paragraph / composition.
  - e. They have never been asked to do so.
  - f. Other. (Kindly specify.)
- 
2. How often have the students been asked to do as mentioned above?
- a. Every period.
  - b. Every other period.
  - c. 10 times a term.
  - d. 8 times a term.

- e. 6 times a term.
- f. Other. (Kindly specify.)
- 

3. Have the students been asked to write dictations?

- a. No. Why not? \_\_\_\_\_
- b. Yes. When? \_\_\_\_\_
- How often? \_\_\_\_\_
- Why? \_\_\_\_\_

4. Have you asked your students to fill in the blanks to construct a sentence / paragraph / composition?

- a. No.
- b. Yes. When? \_\_\_\_\_
- How often? \_\_\_\_\_

5. Have you ever asked your students to write a paragraph / composition on a given topic / subject in class?

- a. No.
- b. Yes. When? \_\_\_\_\_
- How often? \_\_\_\_\_

6. Have you ever asked your students to write a paragraph / composition on a given topic / subject at home?

- a. No.
- b. Yes. When? \_\_\_\_\_
- How often? \_\_\_\_\_

7. Have your students been asked to listen to a paragraph / composition and write what they have heard as their composition work?

a. No.

b. Yes. When? \_\_\_\_\_

How often? \_\_\_\_\_

How do you help them?

1. By writing key words.

2. By giving the outline.

3. By giving no help after listening to the paragraph / composition.

8. Have you ever asked your students to continue a story from a given topic sentence or beginning paragraph?

a. No.

b. Yes. When? \_\_\_\_\_

How often? \_\_\_\_\_

How do you help them?

1. By giving needed vocabulary and sentence patterns.

2. By giving a picture or a series of pictures.

3. By giving a picture or a series of pictures plus needed words and phrases.

4. Other. (Kindly specify.)

\_\_\_\_\_

9. Have you ever used dialogues to elicit composition work?

a. No.

b. Yes. When? \_\_\_\_\_

How often? \_\_\_\_\_

How? The students have been asked to change a dialogue to:



- 1. a paraphrase.
  - 2. a narrative.
  - 3. a summary.
  - 4. direct address.
  - 5. other. (Kindly specify.)
- 

10. Have your students ever been asked to rewrite a given sentence/ paragraph/ composition by substituting certain words or structures for the ones in the original text?

- a. No.
- b. Yes. When? \_\_\_\_\_  
How often? \_\_\_\_\_

11. In general, have you followed the steps of teaching English writing in the textbook strictly?

- a. No.
- b. Yes.

### 5.2 Preparing the Students to Write

1. You prepare your students to write a sentence / paragraph / composition by:

- a. assigning a specific topic.
- b. asking oral questions.
- c. using a picture or a series of pictures and oral questions about the picture(s).
- d. assigning them to read articles or books related to a specific topic as background for their written work.

- e. giving a model sentence / paragraph / composition and giving key words to be substituted.
- f. reading aloud a paragraph / composition and asking questions orally about the paragraph / composition.
- g. other. (Kindly specify.) \_\_\_\_\_  
\_\_\_\_\_

2. You prepare your students to be grammatically correct by:

- a. giving them needed vocabulary and sentence patterns.
- b. giving oral and written grammar work.
- c. giving oral and written grammar work plus supplementary grammar exercises.
- d. other. (Kindly specify.) \_\_\_\_\_  
\_\_\_\_\_

3. You prepare your students to organize their ideas in a paragraph/ composition by:

- a. asking them questions which keep very strictly to an obvious order of events.
- b. using a model paragraph / composition and asking the students to study and follow its organization.
- c. giving a series of pictures.
- d. other. (Kindly specify.) \_\_\_\_\_  
\_\_\_\_\_

### 5.3 The Topics / Subjects to Be Written On

1. Who chooses the topics / subjects to be written on?

- a. The teacher of the writing course.
- b. The students.

- c. The textbook writer / writers.
- d. Other. (Kindly specify.) \_\_\_\_\_
- \_\_\_\_\_

2. The topics / subjects are usually from:

- a. some books on composition writing.
- b. the students' discussions and decisions.
- c. the text for the writing course.
- d. other. (Kindly specify.) \_\_\_\_\_
- \_\_\_\_\_

3. The topics / subjects to be written are usually about:

- a. something new and interesting.
- b. the students' everyday life or events, happenings and incidents that they know well.
- c. what the students choose themselves.
- d. other. (Kindly specify.) \_\_\_\_\_
- \_\_\_\_\_

4. What is / are the reason / reasons for your answer to item 3 ?

- a. The students will have less difficulty in finding the right words and correct form to express their ideas.
- b. The students will have much more courage to write.
- c. The students will get new information about what they write.
- d. Other. (Kindly specify.) \_\_\_\_\_
- \_\_\_\_\_

### 5.4 The Actual Writing

1. In general, where have the students been asked to do their actual writing.

- a. In class.
- b. Out of the class as homework.

2. How has the actual writing been done?

- a. Individually.
- b. Co-operatively.
- c. Individually first and then co-operatively.
- d. Co-operatively first and then individually.

3. The students have been asked to:

(Please use numbers to specify the priority and / or frequency of the choices if more than one of the following techniques are used.)

Priority	Frequency	
_____	_____	<input type="checkbox"/> a. answer questions in paragraph form.
_____	_____	<input type="checkbox"/> b. construct a new sentence / paragraph/ composition using given key words.
_____	_____	<input type="checkbox"/> c. rewrite a model sentence / paragraph/ composition in various ways.
_____	_____	<input type="checkbox"/> d. write a paragraph / composition according to a given outline.
_____	_____	<input type="checkbox"/> e. describe a given picture or a series of pictures.
_____	_____	<input type="checkbox"/> f. combine given sentences to constitute a sentence / paragraph.

Priority      Frequency

		<input type="checkbox"/>	g. fill in the blanks with various kinds of words and copy out the complete paragraph / composition.
		<input type="checkbox"/>	h. reproduce a given paragraph / composition in various ways.
		<input type="checkbox"/>	i. other. (Kindly specify.)

### 5.5 How Has The Students' Written Work Been Checked And

#### Corrected

1. Who checks the students' written work?

- a. The teacher.
- b. The students themselves.
- c. The student's friend.

2. Where has the students' written work been checked?

- a. In class
- b. Out of the class.

3. How has the students' written work been checked?

- a. By correcting all the mistakes; making insertations or deletions as needed.
- b. By using special signs to tell the owner of the work what type of mistakes they are, for example; S - for Spelling, P - for Punctuation, T - for wrong tense, etc.

- c. By underlining the mistakes and letting the students find out themselves what type of mistakes they have made.
- d. By writing the number of mistakes at the bottom of the page and letting the owner of the work find where the mistakes are and what type they are.
- e. Other. (Kindly specify.) \_\_\_\_\_

4. Have you ever encouraged your students to read through their own written work to find mistakes and correct them before handing it in?

- a. No.
- b. Yes.

5. How often do your students rewrite and check the mistakes before handing the written work to you?

- a. They do so every time.
- b. Once in a while.
- c. You are not sure whether they have done so or not.
- d. Other. (Kindly specify.) \_\_\_\_\_

6. You think that doing so is:

- a. helpful for the students who have the necessary skills to find their own mistakes and thus acquire the habit of noticing and correcting mistakes in their own writing.
- b. useless because most students cannot find their own mistakes.
- c. useless because they neither take the time nor make the effort to find their own mistakes.

7. After the students' written work has been checked and given back to the owners, they will:

- a. have the corrected version copied.
- b. have the corrected version copied and handed back again.
- c. correct only where mistakes occurred.
- d. have it as it was.

### 5.6 Testing

1. How often do you test your students?

- a. Every period.
- b. Once a week.
- c. Twice a week.
- d. Once a month.
- e. Twice a month.
- f. Once a term.
- g. Never.
- h. Other. (Kindly specify.) \_\_\_\_\_

2. When do you test them?

- a. After they have practiced writing a new level of difficulty or type of writing.
- b. Mid - term.
- c. Other. (Kindly specify.) \_\_\_\_\_

3. In your test / tests, the students are asked to:

(Please use number to specify order of priority and / or frequency in front of the choices you made.)

Priority      Frequency

\_\_\_\_\_

a. answer questions in paragraph form.

\_\_\_\_\_

b. rewrite a model sentence / paragraph / composition in various ways.

\_\_\_\_\_

c. write a paragraph / composition according to a given outline.

\_\_\_\_\_

d. fill in the blanks with various kinds of words and copy out the complete paragraph / composition.

\_\_\_\_\_

e. construct a new sentence / paragraph / composition using given key words.

\_\_\_\_\_

f. describe a given picture or a series of pictures.

\_\_\_\_\_

g. reproduce a given paragraph / composition in various ways.

\_\_\_\_\_

h. combine given sentences to constitute a sentence / paragraph.

\_\_\_\_\_

i. other. (Kindly specify.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



5.7 Other

1. In your opinion, which is the most practical method of teaching English writing at the teachers college level? Why do you think so?

---



---



---



---

2. The method / methods of teaching English writing you have used can be called:

a. free writing.

b. controlled writing.

c. other. (Kindly specify.) \_\_\_\_\_

3. Do you think that your method / methods of teaching English writing has / have been successful in improving your students' writing ability?

a. Yes.

Why do you think so?

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---



---

b. No

Why do you think so?

---



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4. English writing courses at the teachers college level should be taught by:

- a. a native speaker of English.
- b. a Thai teacher.

Why do you think so?

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5. In your opinion, teaching English writing at this level should be improved by:

- a. holding a seminar.
- b. having an in-service training.
- c. other. (Kindly specify.)

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แผนว ก ค.

แบบสอบถามประวัติและวิธีเรียนภาษาอังกฤษ

ก. กรุณารอกข้อความลงในช่องว่างต่อไปนี้

1. ชื่อ (นาย นางสาว) .....
2. อายุ ..... ปี
3. ท่านมีภูมิลำเนาเดิมอยู่ในจังหวัด .....
4. ท่านจบการศึกษาชั้นประถมศึกษาปีที่ 4 จากโรงเรียน .....  
จังหวัด ..... เมื่อ พ.ศ. ....
5. ท่านจบการศึกษาชั้นประถมศึกษาปีที่ 7 จากโรงเรียน .....  
จังหวัด ..... เมื่อ พ.ศ. ....
6. ท่านจบการศึกษาชั้นมัธยมศึกษาปีที่ 3 จากโรงเรียน .....  
จังหวัด ..... เมื่อ พ.ศ. ....
7. ท่านจบการศึกษาชั้นมัธยมศึกษาปีที่ 5 จากโรงเรียน .....  
จังหวัด ..... เมื่อ พ.ศ. ....
8. ท่านจบการศึกษาชั้นประกาศนียบัตรวิชาการศึกษา (ป.กศ.) จากวิทยาลัยครู .....  
จังหวัด ..... เมื่อ พ.ศ. ....
9. ท่านเริ่มเรียนภาษาอังกฤษตั้งแต่ชั้น .....  
จากโรงเรียน ..... จังหวัด .....

ข. กรุณาขีดเครื่องหมาย ✓ ใน  หน้าข้อความที่ท่านเลือก และกรอกข้อความลงในช่องว่าง

10. ก่อนที่ท่านจะเข้าเป็นนักศึกษาในวิทยาลัยครูแห่งนี้
  1. ท่านไม่เคยเรียนภาษาอังกฤษกับอาจารย์ชาวต่างประเทศ
  2. ท่านเคยเรียนภาษาอังกฤษกับอาจารย์ชาวต่างประเทศ

ถ้าท่านเคยเรียนกับอาจารย์ชาวต่างประเทศ ท่านเคยเรียนเมื่อ

ก. อยู่ชั้น ..... โรงเรียน ..... สัปดาห์ละ ..... ชั่วโมง  
เป็นเวลา ..... ภาคเรียน

ข. อยู่ชั้น ..... โรงเรียน ..... สัปดาห์ละ ..... ชั่วโมง  
เป็นเวลา ..... ภาคเรียน

ค. อยู่ชั้น ..... โรงเรียน ..... สัปดาห์ละ ..... ชั่วโมง  
เป็นเวลา ..... ภาคเรียน

11. นอกเหนือจากการเรียนภาษาอังกฤษในโรงเรียน

1. ท่านไม่มีผู้สอนหรือพูดภาษาอังกฤษกับท่านเป็นประจำ
2. ท่านมีผู้สอนหรือพูดภาษาอังกฤษกับท่านเป็นประจำ

ผู้สอนหรือพูดภาษาอังกฤษกับท่านเป็นประจำ คือ

1. ครู ตั้งแต่ระดับชั้น ..... ถึงชั้น .....
2. บิคลามารดา ตั้งแต่ พ.ศ. .... ถึง พ.ศ. ....
3. เพื่อนชาวต่างประเทศ ตั้งแต่ พ.ศ. .... ถึง พ.ศ. ....

12. ท่านเข้าศึกษาในวิทยาลัยครูแห่งนี้ ความหลักสูตร

1. ประกาศนียบัตรวิชาการศึกษา (ป.กศ.) เมื่อ พ.ศ. ....
2. ประกาศนียบัตรวิชาการศึกษาระดับสูง (ป.กศ.สูง) เมื่อ พ.ศ. ....

13. ในขณะที่ท่านอยู่วิทยาลัยครูแห่งนี้ ท่านเรียนภาษาอังกฤษ สัปดาห์ละ ..... ชั่วโมง

14. ประสิทธิภาพเกี่ยวกับการใช้ห้องปฏิบัติการทางภาษา (Language Laboratory) ท่าน

1. ไม่เคยใช้ห้องปฏิบัติการทางภาษา
2. ใช้ห้องปฏิบัติการทางภาษา เพื่อพูด สัปดาห์ละ ..... ชั่วโมง  
เพื่อฟัง สัปดาห์ละ ..... ชั่วโมง

ใช้ห้องปฏิบัติการทางภาษาเพื่อประโยชน์อื่น ๆ โปรดระบุ

1. เพื่อ ..... สัปดาห์ละ ..... ชั่วโมง
2. เพื่อ ..... สัปดาห์ละ ..... ชั่วโมง

15. การค้นคว้าหาความรู้เพิ่มเติมจากวารสารวิชาการ หรือตำราภาษาอังกฤษต่าง ๆ โดยปกติท่าน

1. อ่านประมาณสัปดาห์ละ 1 เรื่อง / เล่ม
2. อ่านประมาณเดือนละ 1 เรื่อง / เล่ม
3. อ่านประมาณเทอมละ 1 เรื่อง / เล่ม
4. ไม่ค่อยจะได้อ่าน

16. วารสารวิชาการภาษาอังกฤษที่ท่านอ่าน ได้แก่

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

17. ตำราภาษาอังกฤษที่ท่านค้นคว้า มักจะเกี่ยวกับวิชา

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

18. แหล่งที่ท่านได้รับความรู้ภาษาอังกฤษ นอกชั้นเรียน คือ

1. ครูในโรงเรียน
2. บิกามารดา
3. เพื่อนชาวต่างประเทศที่พูดภาษาอังกฤษ
4. เสียงภาษาอังกฤษจากภาพยนตร์ที่ฉายตามโรงภาพยนตร์
5. เสียงภาษาอังกฤษจากภาพยนตร์ที่ฉายทางโทรทัศน์
6. อื่น ๆ โปรดระบุ 1.....
- 2.....
- 3.....

19. การอ่านหนังสือพิมพ์ และ / หรือ วารสารภาษาอังกฤษ ท่าน

- 1. อ่านทุกวัน
- 2. อ่านสัปดาห์ละ 1 ครั้ง
- 3. อ่านสองสัปดาห์ 1 ครั้ง
- 4. อ่านเดือนละ 1 ครั้ง
- 5. ไม่ค่อยจะได้อ่าน

ในกรณีที่อ่าน ท่านอ่านหนังสือพิมพ์ / วารสารภาษาอังกฤษต่อไปนี้

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

20. การอ่านนวนิยายและ / หรือสารคดีภาษาอังกฤษ เพื่อความเพลิดเพลิน หรือเพื่อ  
เพิ่มพูนความรู้ นอกจากที่กำหนดไว้ในหลักสูตร ตามปกติท่าน

- 1. อ่านประมาณสัปดาห์ละ 1 เรื่อง / เล่ม
- 2. อ่านประมาณเดือนละ 1 เรื่อง / เล่ม
- 3. อ่านประมาณเทอมละ 1 เรื่อง / เล่ม
- 4. ไม่ค่อยจะได้อ่าน

ภาคผนวก ง.



Part I

Mrs. Black was having a lot of trouble with her skin, so she went to her doctor about it. He could not find anything wrong with her, however, so he sent her to the hospital for some tests.

Finish the story below in 10 sentences, using the words or phrases given in each item to make complete sentences. Use all the words in the order given, changing form when necessary and adding whatever is required for completion. Write each complete sentence you have made in paragraph form.

1. The hospital / send the results / to doctor
2. Mrs. Black's doctor / telephone her / not eat certain kinds of food
3. Mrs. Black / write down / leave beside the telephone / go out
4. Mrs. Black / get back / her husband / wait
5. Mr. Black / have basket full of packages
6. Mr. Black / say / do shopping for her
7. Mrs. Black / surprise
8. Mrs. Black / ask / "How do you know what I want?"
9. Mr. Black / say / find shopping list beside telephone / buy things written down
10. Mrs. Black / explain / list / food / doctor not allow / eat

Part II

Read the passage below carefully and then fill in each blank with a word or words which best fit the context.

The only crime I have ever been connected with was unsuccessful. One summer night I went to bed, leaving my bedroom door open because \_\_\_\_\_. During the night while sleeping, I \_\_\_\_\_ someone try to strike a match. For a moment I thought \_\_\_\_\_, but then I remembered he was \_\_\_\_\_. I felt certain that \_\_\_\_\_.

I immediately sat up to see \_\_\_\_\_, and saw \_\_\_\_\_ standing \_\_\_\_\_. I felt certain that he was \_\_\_\_\_. Without thinking what I was doing, I \_\_\_\_\_ in order to \_\_\_\_\_.

Although the man \_\_\_\_\_ I \_\_\_\_\_. As I crossed the garden, I suddenly realised that \_\_\_\_\_. The thief \_\_\_\_\_ might be carrying a knife and he might be \_\_\_\_\_.

So I \_\_\_\_\_ to the house and \_\_\_\_\_ to protect myself. I had been lucky, I felt, because there were \_\_\_\_\_ in the pocket of my trousers which were near the door. If the thief had not stopped to \_\_\_\_\_, he \_\_\_\_\_ stolen \_\_\_\_\_.

I do not know why he \_\_\_\_\_ because there was enough moonlight in the room to see the trousers.

Part III

Here is the beginning of a story. Use your imagination and make 10 sentences to finish the story as suggested by the words in the parentheses.

Mr. and Mrs. Williams were sitting in the living room reading, just before going to bed. It was a hot summer night and the windows were open. Suddenly Mrs. Williams screamed. A strange face had appeared at one of the windows.

(It was a motorist whose car had run out of gas and who wanted to telephone for help.)

## ประวัติการศึกษา

ผู้เขียนวิทยานิพนธ์

นางสาวจรัสศรี วัฒนศักดิ์

วุฒิทางการศึกษา

สำเร็จการศึกษาปริญญาการศึกษาบัณฑิต  
จากวิทยาลัยวิชาการศึกษาประสานมิตร  
ปีการศึกษา 2511

ตำแหน่งและสถานที่ทำงาน

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