

MULTIDIMENSIONAL SCAFFOLDING IN DYADIC INTERACTION IN ENGLISH  
WRITING WITH COMPUTER : A CASE STUDY OF CHULALONGKORN UNIVERSITY  
UNDERGRADUATE STUDENTS



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จุฬาลงกรณ์มหาวิทยาลัย  
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บทคัดย่อและแฟ้มข้อมูลฉบับเต็มของวิทยานิพนธ์ตั้งแต่ปีการศึกษา 2554 ที่ให้บริการในคลังปัญญาจุฬาฯ (CUIR)

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รูปแบบของการเสริมศักยภาพแบบพหุมิติในการปฏิสัมพันธ์เป็นคู่ในการเขียนภาษาอังกฤษโดยใช้  
คอมพิวเตอร์ : กรณีศึกษาของนิสิตระดับปริญญาบัณฑิตจุฬาลงกรณ์มหาวิทยาลัย

นางสาววิวรรณ บุพพัฒนสมัย

จุฬาลงกรณ์มหาวิทยาลัย  
CHULALONGKORN UNIVERSITY

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรดุษฎีบัณฑิต  
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รวีวรรณ บุพพัฒนสมัย : รูปแบบของการเสริมศักยภาพแบบพหุมิติในการปฏิสัมพันธ์เป็นคู่ในการเขียนภาษาอังกฤษโดยใช้คอมพิวเตอร์ : กรณีศึกษาของนิสิตระดับปริญญาบัณฑิตจุฬาลงกรณ์มหาวิทยาลัย (MULTIDIMENSIONAL SCAFFOLDING IN DYADIC INTERACTION IN ENGLISH WRITING WITH COMPUTER : A CASE STUDY OF CHULALONGKORN UNIVERSITY UNDERGRADUATE STUDENTS) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: รศ. ดร. สุมาลี ชีโนกุล, หน้า.

งานวิจัยเรื่องนี้มีวัตถุประสงค์เพื่อศึกษาวิธีการช่วยเหลือกันและการเสริมศักยภาพซึ่งกันและกันของผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศระหว่างการเขียนย่อหน้าโดยใช้คอมพิวเตอร์ เพื่อศึกษาการใช้กลวิธีการเขียนในขณะที่เขียนย่อหน้าแสดงความคิดเห็นที่มีหลายขั้นตอน และเพื่อสำรวจทัศนคติของผู้เรียนที่มีต่อการเขียนย่อหน้าแสดงความคิดเห็นที่มีหลายขั้นตอนโดยใช้ไมโครซอฟท์เวิร์ด ผู้วิจัยเก็บข้อมูลจากผู้ร่วมวิจัย 6 คน ที่เป็นนิสิตชาวไทยชั้นปีที่ 1 ของคณะรัฐศาสตร์ ปีการศึกษา 2554 และเก็บข้อมูลโดยการให้เลือกรายงานด้วยตัวเอง ผู้วิจัยได้ใช้นามแฝงสำหรับผู้เข้าร่วมวิจัยทั้ง 3 คู่ เครื่องมือวิจัยที่ใช้ได้แก่ (1) การสังเกตผ่านทางโปรแกรมทีมิวเวอร์ (2) การบันทึกเสียงและบทถอดเทป (3) การบันทึกภาพ (4) การสัมภาษณ์แบบกึ่งโครงสร้าง และ (5) แบบสอบถาม โดยผู้วิจัยได้เก็บข้อมูลในห้องสำหรับอ่านหนังสือเพื่อให้แต่ละคู่ทำงานเขียนได้ สำหรับขั้นตอนการเขียนนั้นมี 4 ขั้นตอนได้แก่ การวางแผน การเขียนร่าง การตรวจทานโดยผู้อื่น และการตรวจแก้ ข้อมูลเชิงคุณภาพของบทสนทนานั้น ได้มีการถอดเทป แปลเป็นภาษาอังกฤษ และ แบ่งข้อมูลที่ได้ออกเป็นตอนหลัก ตอนย่อยและอรรถภาค จากนั้นมีการวิเคราะห์เนื้อหาเพื่อศึกษาวิธีการช่วยเหลือกันและการเสริมศักยภาพซึ่งกันและกัน บันทึกที่ผู้วิจัยได้จากการสังเกตผ่านโปรแกรมทีมิวเวอร์นั้นใช้ในการศึกษาการใช้กลวิธีการเขียน และบทถอดเทปจากการสัมภาษณ์ใช้ในการศึกษาทัศนคติของผู้เรียน ผลจากการวิเคราะห์ข้อมูลพบหลักฐานการใช้วิธีการช่วยเหลือกันและการเสริมศักยภาพซึ่งกันและกันของผู้เรียนที่ทำงานเขียนเป็นคู่โดยถามจากเพื่อนที่ทำงานด้วย อีกทั้งยังพบว่าผู้เรียนได้นำความรู้เดิมและความคิดเห็นส่วนตัวเข้ามาใช้ในงานเขียนด้วย รูปแบบการช่วยเหลือกันแบบอื่นๆที่ปรากฏ ได้แก่ การขอความช่วยเหลือจากผู้ใหญ่ การใช้สิ่งที่เคยอภิปรายกันก่อนหน้า การใช้เครือข่ายอินเทอร์เน็ต การใช้เครื่องมือในโปรแกรมไมโครซอฟท์เวิร์ด การใช้พจนานุกรม การใช้บันทึกจากห้องเรียน หรือบันทึกจากการวางแผนการเขียนนั้น มาเป็นตัวช่วยในการทำงาน นอกจากนี้ผู้ร่วมวิจัยมีการกำกับตัวเองอีกด้วย กลวิธีที่พบว่าผู้เรียนใช้มากที่สุดคือ กลวิธีทางสังคมและทางอารมณ์ เช่น การได้รับการช่วยเหลือจากเพื่อน และการหาข้อมูลจากแหล่งต่างๆ กลวิธีที่ใช้มากที่สุดรองลงมาคือกลวิธีเกี่ยวกับกระบวนการรับรู้ เช่น การบังเกิดความคิดใหม่และการตรวจแก้งาน ส่วนกลวิธีอภิปัญญาที่ผู้เรียนใช้ เช่นการประเมินและการวางแผน กลวิธีทางการสื่อสารที่พบว่าผู้เรียนใช้ เช่น การคำนึงถึงผู้อ่าน และกลวิธีการใช้รูปแบบในการเขียน เช่น การคำนึงถึงโครงสร้าง ด้านการศึกษาทัศนคติของผู้เรียน พบว่าผู้เรียนมีทัศนคติในเชิงบวกต่อการเขียนแบบร่วมมือกัน โดยพบว่าการเขียนแบบนี้ทำให้ผู้เรียนได้รับความรู้และทักษะทางด้านภาษาเพิ่มความมั่นใจในตัวเอง และได้รับโอกาสในการเรียนรู้มากขึ้น อย่างไรก็ตาม ผู้เข้าร่วมวิจัยรายงานว่า การเขียนแบบร่วมมือกันนี้อาจใช้เวลาและใช้ความคิดอย่างมาก

สาขาวิชา ภาษาอังกฤษเป็นภาษานานาชาติ

ลายมือชื่อนิสิต .....

ปีการศึกษา 2557

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# # 5187807020 : MAJOR ENGLISH AS AN INTERNATIONAL LANGUAGE

KEYWORDS: MULTIDIMENSIONAL SCAFFOLDING / DYADIC INTERACTION / ENGLISH COLLABORATIVE WRITING

RAWIWAN BUPPANHASAMAI: MULTIDIMENSIONAL SCAFFOLDING IN DYADIC INTERACTION IN ENGLISH WRITING WITH COMPUTER : A CASE STUDY OF CHULALONGKORN UNIVERSITY UNDERGRADUATE STUDENTS. ADVISOR: ASSOC. PROF. SUMALEE CHINOKUL, Ph.D., pp.

The objectives of the present study were to study scaffolding patterns used in dyadic interaction during collaborative paragraph writing with the computer; to examine learners' use of writing strategies while writing a multi-draft opinion paragraph in pair on the computer; and to explore learners' attitudes toward collaborative multiple-draft opinion paragraph writing. Participants were six Thai first year undergraduates of the Faculty of Political Science year 2011. They were purposively sampled and assigned to select their own pair to work collaboratively on a multi-draft opinion paragraph writing task, using Microsoft Word as a writing platform. These six participants formed three dyads, whose pseudonyms were assigned for confidentiality. Research instruments included (1) the observation via TeamViewer (2) the audio recording as well as its transcripts (3) video recording (4) semi-structured interview and (5) questionnaire. Data were collected in a study room where a dyad of participants worked on opinion paragraph writing. Writing process in the current study included four stages: planning, drafting, peer-reviewing and revising. Qualitative data were analyzed through content analysis of participants' interaction, writing process and attitudes towards collaborative writing. Recorded sessions of the participants' interaction were transcribed, translated into English and coded into themes of emerging scaffolding patterns. Observation field notes via TeamViewer program were used to code collaborative writing strategies used during the task completion. Finally, interview transcripts were used to analyze attitudes toward collaborative writing. Findings from the content analysis of qualitative data in this study seem to provide evidence for some patterns of learners' asking for and getting assistance while performing a multi-draft opinion writing task in pair. In addition to their peers, learners were found to use a lot of their own opinions and prior knowledge and experience to help them generate more ideas for writing. The other less frequently emerged patterns were other-regulated scaffolding from adults, object-regulated scaffolding from learners' prior discussion, the Internet, facilitative tools on computer, paper dictionary, class notes or handouts and brainstormed notes. Self-regulation pattern seemed to emerge less frequently. In addition, writing strategies that seemed to be employed most often were social/affective strategies (getting support or feedback from peer and resourcing); cognitive strategies (generating ideas and revising); metacognitive strategies (evaluating and planning); communicative strategies (sense of reader) and rhetorical strategies (organization). Finally, learners had a positive outlook toward collaborative writing. They mentioned gaining more knowledge as well as language skills, self-confidence and more opportunities for learning. Nonetheless, they viewed that the process can require a great deal of time and energy.

Field of Study: English as an International Language  
Academic Year: 2014

Student's Signature .....

Advisor's Signature .....

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## CHAPTER 1 INTRODUCTION

### 1.1 Background of the Study

Importance of English language has increasingly been a central issue in the field of education both worldwide and in Thailand. This is due to English being one of the most spoken languages in the world and becoming a lingua franca in many countries (Crystal, 2003). In Thailand, it has been used as a foreign language and taught as one of the compulsory subjects in Thai elementary and secondary schools as well as for some years in tertiary institutions. In fact, English has played a key role as a gate-keeping device, employed chiefly to measure Thai learners' academic success.

In the new global economy, such a national mandate requires Thai learners to improve their English proficiency as it has and will become a communicative tool at an international scale. In addition, the pressure from the Association of Southeast Asian Nations (ASEAN) Community Economic (AEC), of which integration starts from 2015, is another challenge for both Thai learners and teachers. The compelling need for such improvement in Thai higher education to meet the national expectation appears to be an urgent matter. The past decade has therefore been many attempts in the field of English as a foreign language education to promote Thai learners' English performance and to encourage learner autonomy by putting a great emphasis on learner-centered language classrooms, with a strong belief that learners can be better at languages as long as they are highly engaged in language activities.

By the same token, to improve quality of education in Thailand, the Office of Higher Education Commission (OHEC), under the Ministry of Education, issued a 15-

year higher educational policy (B.E. 2552-2565), requiring tertiary institutions in Thailand to produce qualified and desirable graduates with respect to a number of aspects. That is to say, to comply with the national requirements and expectations, Thai institutions and schools at all levels should make an acceptable yearly progress toward ensuring all learners in their schools are proficient in both receptive skills (i.e. reading and listening) and productive skills (i.e. writing and speaking).

For instance, according to Chulalongkorn University Desired Characteristics of Graduates (2010), a total of nine main characteristics includes being knowledgeable, having good morals, having higher order thinking skills, possessing essential capabilities, having an inquiring mind and knowing how to learn, having leadership qualities, maintaining well-being, being community-minded and possessing social responsibility, and sustaining Thainess in a globalized world. These domains are further divided into sub-characteristics. Those relevant to the present study and related to language education are learners' abilities to think critically and creatively, problem-solving skills, a good command of English in reading, speaking, listening, and writing, skills in information technology, management skills, abilities to work with others, an inquiring mind, and leadership skills (Chulalongkorn University, 2010). English proficiency is considered an important component of the most desirable qualifications of graduates.

In addition, the Office of National Education Commission (ONEC) has carried out extensive research studies into the development of learner-centered education such as having more learning activities that promoted language skills and cultivated problem-solving as well as teamwork skills (ONEC, 2009: 34). Despite a number of language educators in Thailand who have tried to enhance Thai learners' English

proficiency, every year sees a constant decline in learners' English achievement test scores from the annual national examination. For example, it was reported by the National Institute of Educational Testing Service (Public Organization) that the results of Ordinary National Educational Test (O-Net) among the twelfth grade students in compulsory subjects including English was rated below standard (Office of Higher Education Commission, 2009: 38).

These phenomena further result in demands for improvement of English language education as the majority of learners at the tertiary level still had difficulties with writing in English, which affected their performance on institutional and national assessments. In sum, it seems that the actual English proficiency of Thai learners every year moves in the opposite direction of the expected level of proficiency. As well, with all the educators' attempts to improve the quality of English language education, Thai learners' below-standard English proficiency is yet in question and should be investigated further.

The emphasis of the present study was on English writing because it is known to be one of the most challenging skills for Thai learners of English as a foreign language (EFL) (Wiryachitra, 2001). Writing in English has also been served as ways to communicate for personal purposes such as electronic mails, chats, or correspondences. In addition, it has functioned as ways for academic achievement in both secondary and tertiary levels. Besides, the English writing skill has been in need for professional success after graduation and for pursuance of graduate-level education.

Despite the importance of writing skill, most Thai learners at the secondary level are exposed to English writing by rule memorization and grammar translation



practice without much opportunity to write long sentences, paragraphs, or essays. The turning point comes when they attend a university, whereby English compulsory courses require them to construct a written text, which is not an easy task for them to achieve, especially the tasks which require them to write with logical and clear ideas using a variety of vocabulary and grammatical patterns. Some students have no prior exposure to different rhetorical styles of writing such as narrative, comparison and contrast, argumentative, and others. Thus, it is evident that a great deal of grammar rules and lexical meaning memory cannot ascertain their success in writing ability. As working well with others is one of the desired characteristics discussed above, pair writing is the collaborative task used in this study.

The present study focused on learner-centered language learning. The emphasis was placed on learners as learners are an obligatory component of learning, and learning is impossible without learners (Allwright, 1988). It was hoped that by analyzing learner-learner interaction while they were performing a process-oriented paragraph-writing task in pair, the researcher would be able to investigate how they helped each other in completing the task. In addition to the analysis of how the learners helped each other in pair writing, the present study was also aimed to analyze their interaction, which enabled her to observe their use of learning strategies toward the task completion. The final focal point of conducting the current study was to explore the learners' attitude toward collaborative writing.

This chapter addresses the foreshadowed statement of the problem, rationale of the study, and states the study's research questions as well as corresponding objectives. Following these are scope of the study and definition of terms. The chapter concludes with an overview of the dissertation.

## 1.2 Statement of Problems

Since the paradigm shift moved increasingly toward communicative language teaching and learning and learner-centeredness in the past few decades, language researchers and educators have made strides in improving the quality of language instruction, assessment, teacher preparation, and collaboration with institutions or organizations overseas. Despite the progress in the western hemisphere, where principal second and foreign language acquisition theories were originated from, English language learning poses challenges in expanded circles as well. That is, those learners in countries where English is used as a foreign language are faced with great and incessant difficulties in learning English effectively. Finally, English writing ability has been considered one of the most challenging skills to learn. Importantly, recent developments in communicative language teaching and learning have heightened the need for academic writing instruction. Learners who may be able to communicate effectively in spoken English may have difficulties in learning how to write academically.

A great number of research studies and movements have been attempted for paradigm shifts in English language education both worldwide and in Thailand. For instance, process-oriented writing has received more attention than the traditional product-based approach (Ferris and Hedgcock, 2005; Grabe and Kaplan, 1996; Harmer, 2007; Katib, 2001; Lukkunaprasit, 1999; Olson, 2003; Thongrin, 2009). Furthermore, writing teachers are more encouraged to give feedback to students' writing because without it they are unlikely to improve the skill (Aljaafreh and Lantolf, 1994; Chinnawongs, 2000; Ferris and Hedgcock, 2005; Hyland, 2003a, 2003b;

Larsen-Freeman, 2001). More importantly, in response to attempts to cultivate teamwork and problem-solving skills, collaborative writing has been extensively adopted in in-class and online environments so that students can learn from their peers through writing processes, such as brainstorming and peer revision (Cho and Schunn, 2007; L. Lee, 2008; Yeh et al., 2007).

The present challenges in encouraging undergraduate learners to become self-directed and to work well in a collaborative manner in English are related to three important components of the current study. The research problems that need to be delved deeper are a need to investigate patterns of learners' helping each other while jointly writing, a need to explore the learners' use of writing strategies, and an exploration of their attitude toward collaborative writing.

The first research problem was a need to investigate learners' writing process with respect to how a pair of learners helped each other in completing a mutually written task. The writing process needed to be explored because in any educational setting in Thailand, language learning has long been assessed by some forms of formative and summative assessment, the majority of which is based on learning products, such as reading tests, essay writing, oral presentations, and listening quizzes. In reality, it is genuinely difficult for any teacher to observe, monitor and track what each learner does outside the classroom in order to prepare for such end products. The learners' product may be full of mistakes or errors, but the teacher cannot access their learning process before their arriving at the final work.

The focus of the present research was on learners' writing process and pair work. From my experience of teaching writing classes at the undergraduate level for some years, it was noticeable that when a pair-work written assignment was assigned

in class, the learners spent the entire class time to mutually form a written paragraph or essay; however, the work often appeared to be considerably better than their individual writing pieces. Most of the writing practice occurred out-of-class individually due to the time constraint. This may have prevented the teacher of the class from knowing the learners' learning and thinking processes when they worked on their writing. The teacher could not offer assistance to the learners when they needed it. This mismatched reality and practice had wondered the researcher, and was therefore investigated in this study.

As much as writing teachers knew that they should focus more on writing process, due to the test requirement and time limitation, they admitted their real teaching practice. According to a personal conversation exchange with a writing teacher colleague, the time and test factor hinders her from being process-oriented and giving chances to her learners to go through multiple drafts. Going through each process from planning, drafting, reviewing, and revising may last more than an hour. Learners themselves may not see advantages of process writing because they may prefer writing just one draft that is meant to be a final draft to be submitted to their teacher. Harmer (2007, pp. 325-227) stressed that despite these obstacles; writing teachers should still introduce the learners to process writing and its benefits for their learning process as well as learning outcome.

Central Vygotsky's (1978) sociocultural theory, this research aims at talks playing a key precursor to success in learning. With regard to collaborative learning and writing, Cooper (1989) and Faigley (1986) stated that writing is believed to be meaningful from a social-context approach and not necessarily as a single product of an individual person (Grabe and Kaplan, 1996). It can be said that this writing

development evolves out of social constructivism by Vygotsky (1978). Taken the same light, this can also be called a socio-cognitive approach to writing development focusing on a significant amount of writing practice with assistance (Weigle, 2002). Learners learn how to achieve appropriate linguistic forms used in a process writing activity through provided feedback on the writing development and learners learn and give feedback to other peers, self-regulated and self-edited these writing tasks in which they have extensive practice and guidance.

The second research problem was a need to explore learners' use of writing strategies. Dyadic interaction revealed learners' abilities to have conversations and discussions regarding a topic and to build up their opinions and arguments in response to a prompt or written statement. Interaction was viewed as a social activity that demonstrates learning strategies used among learners. There have been a number of research studies in the past two decades on an individual learner' writing strategies in ESL contexts (Mu, 2005; Riazi, 1997; Wenden, 1991) and a study by Sasaki (2000) in an EFL context. These writing strategies were discovered and categorized by learners' data from questionnaire responses, semi-structured and retrospective interviews, think-aloud protocol, observations and the written text analysis (Riazi, 1997; Sasaki, 2000; Wenden, 1991).

Mu (2005) categorized writing strategies based on underlying theories related to ESL writing instead of using collected data from ESL learners. Categorizing writing strategies in ESL and EFL contexts saw a number of limitations, according to Mu (2005). First, each researcher had his or her judgment and criteria for the classification of the writing strategies (Mu, *ibid*, p.10). Thus, the categorization could be subjective and context-specific. The next limitation was that different sets of participants reveal

different strategies, based on many previous studies (Mu and Carrington, 2007; Riazi, 1997; Sasaki, 2000; Wenden, 1991). Mu (2005) taxonomy of ESL writing strategies was not exhaustive. It was clear that more research studies to investigate English writing strategies in other contexts are in demand. Therefore, the present study aimed to take learner-learner interaction into account and analyze the learners' use of writing strategies in a collaborative manner.

The final research problem was a need to explore the learners' attitude toward collaborative writing. Many previous studies have reported a great deal of benefits of and positive attitudes toward collaborative activities (e.g. Cho and Schunn, 2007; Kumpulainen, 1994; Stapleton, 2010; Storch, 2011). In any collaborative writing activity, a pair or a group of learners talks among themselves to negotiate for meanings and solutions to a writing topic or prompt. Each learner may possess a different set of learning styles and strategies; thus, he or she is likely to take a different approach to the task completion. It was important that the researcher, as the teacher of the class, explored the learners' attitudes in the present study because of a number of reasons. First, each learner was unique, so his or her individual styles, strategies, and opinions should be taken into account. Second, since previous studies revealed learners' both positive and negative attitudes toward collaborative writing, the researcher should explore the learners' attitude in this present study as well.

The results may suggest some new insights that can be valuable to the literature and future researchers.

### **1.3 Research Questions**

The present study addresses the following research questions:

1. What are scaffolding patterns used in dyadic interaction during collaborative multiple-draft opinion paragraph writing with the computer?
2. What writing strategies do learners use while writing a multi-draft opinion paragraph in pair on the computer?
3. What are their attitudes toward collaborative multiple-draft opinion paragraph writing?

#### **1.4 Objectives of the Study**

This study aimed:

1. To study scaffolding patterns used in dyadic interaction during collaborative paragraph writing with the computer.
2. To examine learners' use of writing strategies while writing a multi-draft opinion paragraph in pair on the computer.
3. To explore learners' attitudes toward collaborative multiple-draft opinion paragraph writing.

#### **1.5 Scope of the Study**

The scope of the study was the following:

1. The population in this study was first-year undergraduate learners who were enrolled in an English foundation course in a Thai university.
2. The participants of the study were three dyads of learners from the Faculty of Political Science, of the Sociology and Anthropology major.
3. The data were collected using the following research instruments and methods:

an IELTS writing topic, Collaborative Writing Strategy Inventory, learners' dyadic interaction, teachers' observation field notes, and a semi-structured interview.

### 1.6 Definition of Terms

It is necessary to clarify an operational definition of some important terms used in the present study. These terms are as follows:

**Multidimensional scaffolding** refers to different dimensions of two individual learners' helping each other in completing a writing task. It includes assistance provided by any knowledgeable persons to other novice persons, assistance from learners who were of equal learning proficiency, assistance from less capable persons, assistance from outside resources, inner voices, and own experiences. This study was aimed at the emerged evidence of the assistance occurred during the students' writing process. The analysis was conducted after the concept of expanded ZPD which includes other-regulated scaffolding patterns, object-regulated scaffolding patterns, self-resourcefulness and self-regulatory.

**Dyadic interaction** refers to the learner talk between a pair of participants. In the present study, the participants' interaction was mostly in Thai. The English translations of the talk were validated by three experts and used for non-Thai audience of this study. The interaction occurred throughout each writing step and interviews and was audio-recorded and video-recorded while the participants were working together on an opinion paragraph-writing task. I used the transcript of the dyadic interaction to analyze patterns of scaffolding, collaborative writing strategies, and opinions toward collaborative writing.



**English writing** refers to opinion writing in English at a paragraph level. In this research, the writing task that was assigned to the participants required them to perform multiple drafts by following four stages of writing. Stage I (Planning) involves any type of planning, such as brainstorming, idea gathering, outlining, clustering, and mind-mapping. Stage II (Drafting) refers to the stage in which the participants wrote their first draft based on their plan or outline. Stage III (Peer-reviewing) involves giving feedback to peers' draft, which may focus on content or language. The final stage, Stage 4 (Revising) means that the participants, after receiving the feedback from other peers, revise their paragraph based on the comments. The given topic was 'Life now is better than it was 100 years ago.'

**Writing with the computer** refers to a use of word processing as a platform to write. The use of computer for writing in this study was for a methodological purpose. That is, each dyad of the participants discussed their opinion-writing task and typed their text onto the computer screen; meanwhile, the researcher conducted an observation of the participants' use of writing strategies through the use of a remote access program, i.e. TeamViewer, at another room, for a non-invasive purpose.

**Learners' attitudes toward collaborative multiple-draft writing** refer to any opinions and attitudes that the participants had toward the pair writing, which was conducted throughout all of the four writing stages: planning, drafting, peer-reviewing, and revising. These attitudes were explored by using questionnaires and semi-structured interviews. Each participant was unique; therefore, their opinions may differ from those in the other previous studies.

### 1.7 Significance of the Study

The present study was expected to be significant in two main aspects of research and language education. First, the study was expected to be theoretically valuable. The study discovered some interesting learning moments along the writing process in a collaborative manner, which confirmed the body of knowledge under the SCT theories applied in the English language learning and teaching. The concept of scaffolding was reconceptualized according to scaffolding patterns that emerged from the dyadic interactional data. This study explored patterns of scaffolding that occurred during collaborative writing among the participants who possessed different characteristics, level of writing ability, personalities, and learning styles and strategies. With no predetermined patterns or categories, some discovered or new findings from the present study could be beneficial for other researchers who would like to replicate or conduct their own studies along similar lines in another context with another group of participants of other characteristics.

More importantly, it was hoped that the present study be beneficial for language educators and future researchers. The results of the study may have contributed to pedagogical implementations. The findings of this research may have suggested some directions for educators or teachers to use the categorized scaffolding patterns in developing a writing course, a writing instructional model, teaching writing steps, or teaching and learning materials. In addition, the analysis of learner-learner interaction could help educators to point out the actual level of the learners' writing ability, to realize the importance of writing process along with the writing product, and to decide at which stage of writing or at which point of learning their learners may need guidance from their teacher, peers, or other resources in the

environment, or at which point they can manage tasks by themselves. This research may have also raised the learners' awareness of taking control of their own learning as well as promoting their ability to effectively work as a team. In brief, it was evident that collaborative process-oriented writing was useful because both process writing and collaborative skills are qualities and/or soft skills needed in the learners' real life.

### **1.8 An Overview of the Study**

This study is organized into six chapters. Below is a summary of what is included in each chapter.

This chapter includes the background and statement of the problems. Research questions and objectives address uses of scaffolding in dyadic interaction during collaborative multi-draft opinion paragraph writing with the computer, uses of writing strategies, and learners' opinions toward collaborative writing. The scope, operational definitions of important terms, and significance of the study are also explained.

Chapter 2 discusses previous research and empirical studies with respect to social interaction in language learning, sociocultural theory (SCT), and its related constructs such as scaffolding, zone of proximal development (ZPD), mediation, and regulation. In addition, relevant research in L2 writing is reviewed. The section includes the reviews of collaborative writing, writing strategies, process-oriented writing, and writing with the computer.

Chapter 3 discusses the adopted research paradigm and research design. Then the research context was elaborated. Learning experience from the pilot studies is reported. Following is the discussion of the main study, including the selection of participants, the participants' profile, data collection, data analysis, and data interpretation.

Chapter 4 reports the findings of the three questions. Qualitative data are presented. First, to answer the first research question, ‘What are scaffolding patterns used in dyadic interaction during collaborative multiple-draft opinion paragraph writing with the computer?’, the analyses of interactional data are presented. Second, to answer the second question, ‘How does the dyadic interaction affect learners’ use of writing strategies with the computer?’, the data from the field notes observation with respect to the participants’ use of writing strategies in a collaborative writing task are presented. Finally, to answer the third question, ‘What are their attitudes toward collaborative multiple-draft opinion paragraph writing?’, the interview data are presented in terms of the participants’ attitude toward collaborative writing.

Chapter 5 presents discussions and interpretations of the findings of each research question as well as some additional emergent themes that were not previously expected. In addition, it summarizes the study, limitations of the study, theoretical, pedagogical, and methodological implications, and recommendations for future research.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter reviewed related literature and relevant research studies that expanded ladder of the three main areas mentioned in the statement of the problem, namely, multidimensional scaffolding, dyadic interaction, and English language writing. The purpose of this review of literature was twofold: to synthesize the previous studies that have been conducted on these matters and address the key issues and constructs relevant to the benefits of social interactions in L2 learning; and to determine the need for the present study. The purpose of the present study was to investigate scaffolding patterns that emerged during dyads of learners' writing an opinion paragraph together, to explore their writing strategies used by the pairs of learners who mutually constructed a paragraph, and to explore the learners' attitudes toward collaborative writing.

The review of literature addressed the three areas related to the research problem. The first section addressed research related to multidimensional scaffolding. This section reviews previous research and empirical studies in relation to sociocultural theory (SCT) and its main constructs; that are, zone of proximal development (ZPD), scaffolding, mediation, and regulation. The second section focused on research studies about interaction. This section reviewed dyadic interaction, collaborative dialogue, and the analyses of learner interaction. The final section in the body of the review was dedicated for second language (L2) writing. Related to this were discussions of an array of its subtopics; for instance, language writing ability, process and product writing, paragraph writing, collaborative writing,

writing styles and strategies, role of L1 in L2 writing, and writing with the computer. The chapter then concluded with a summary of related literature that had been reviewed.

## **2.2 Sociocultural Theory (SCT)**

With a growing application of socio-cultural theory (SCT) in research in education in both English as a second language (ESL) and English as a foreign language (EFL) context, the literature on its related topics has therefore been voluminous. In this section, the selected choices of reviewed research studies are applicable to the focus of the research inquiry.

In the past decades, education has extended the traditional emphasis on individual learning to promote social, cultural and collaborative dimensions of learning environment. To improve learners' abilities to effectively perform critical thinking, problem solving and social skills, this new paradigm has received much attention. This accent on social environment in learning lies within the SCT, which is based on a Russian psychologist Lev Vygotsky (1978), whose studies investigated the role of language in human behaviors and that of social interaction in the learning process. He believed that learning was constructed through communicating with others as he viewed that learning process could not be divorced from social group contexts (Donato, 1994; Vygotsky, 1978). SCT referred to the notion intertwining correspondingly with scaffolding conceptual framework and the zone of proximal development (ZPD), which was discussed in the following sections. These were the SCT's construct of which contributed strongly to the learners being assisted by others who were more capable to accomplish a challenging academic task until they could perform it more independently and that was when the assistance was

removed. Before discussing SCT further, it was essential to review second language acquisition (SLA) and see in which aspects SCT contributed to SLA.

### **2.2.1 SCT and SLA**

SLA theories have extensively and continuously been researched as they have provided fundamental understandings of how language learners learn and acquire another language. This section briefly discusses the roles of input, output and interaction on second language acquisition.

The importance of input for first and second language acquisition is certainly of importance and necessity. Following Krashen's comprehensible input, input was believed to be essential and sufficient for language acquisition. Such behaviorist theories in which the belief was based on input leading to stimuli-response with learners have been controversial. Thus, despite Krashen's hypothesis having been influential to second language education, many researchers have subsequently criticized it.

One of the key persons who toned down the Input Hypothesis was Merrill Swain (1985), a Canadian researcher, who argued that due to the fact that students in an immersion school, after years of formal education receiving amount of input, still made errors in their speaking and writing, which suggested that Krashen's theories for sufficiency of comprehensible input towards language acquisition did not hold true (Skehan, 1998). M Swain (1985) formulated Output Hypothesis, identifying a number of roles for output by inevitably taking into consideration some of the importance of input. In relation to input, effective output helped initiate better input in negotiation of meaning. Being obliged to produce utterances, one paid more attention to input encoding with respect to syntactic structures of language. Output also helped

develop discourse skills and automaticity, which was the ability to communicate with no stress or fear (Skehan, 1998). To simply put, M Swain (1985) made the point that only input and interaction did not guarantee successful language learning, or grammatical competence in particular. Thus, role for language production should also be in focus.

Later, social interactionists considered roles of interaction in acquisition and contributed to language development especially in L2 proficiency. This was due to the fact that interaction actually provided opportunities for language learners to be exposed to both quantity and quality of linguistic input from other social members in order to process internally. Through collaborative learning, learners could be engaged in discourse and express meanings among themselves to develop beyond their current level of proficiency (Skehan, 1998).

According to Long (1996) cited in Saville-Troike (2006), Interaction Hypothesis, collaboration in social interaction promoted SLA since it was attributed to the accessibility of input for further mental processing and became intake. Negotiation for meaning among those with different ability could facilitate acquisition due to the input, internal learner development and output.

“Optimal L2 learning must include opportunities for language use that is slightly beyond what the learner currently can handle in speaking or writing, and production which is meaningful and whose demands exceed the learner’s current abilities is the kind of language use most likely to destabilize internal interlanguage representations. By encouraging risk-full attempts by the learner to handle complex content beyond current competence, such conditions of language use may drive learning” (Ortega, 2009).



It can be concluded that both input and output contributed to language acquisition. Most importantly, interaction through collaboration played an important role in SLA as it enabled learners to negotiate for meaning by taking in the input and producing the output when one interacted with others.

The next section is devoted to further discussion of SCT with respect to its main constructs: zone of proximal development (ZPD), scaffolding, mediation, and regulation.

### **2.2.2 Zone of Proximal Development (ZPD)**

Vygotsky's most influential learning principle was perhaps "zone of proximal development" (ZPD), which was an approach to deal with the problem in students' learning with respect to their degree of development. Vygotsky (1978) believed that every student had a potential to improve their learning and viewed that in order to understand the relationship between the learners' learning and developmental stages, a distinction between two developmental levels, i.e. the actual developmental level and the potential developmental level, must be clarified.

The actual level means the point at which a child can already accomplish with his mastered skills on his own. That is to say, when students are given tasks, in which they are already able to complete, it can be said that the task is within their actual developmental level. On the contrary, the potential level refers to the point at which he can perform a task with assistance provided by adults or more capable others. The distance between the two levels of development is regarded as "ZPD." It is then a responsibility of teachers or educators to design more challenging tasks than what they can already accomplish without any help; however, Vygotsky (1978)

suggested that the students should not be given tasks with the level of its difficulty beyond their ZPD.

Vygotsky (1978) viewed that learning can take place in a cognitive space of ZPD when students learn with the support and assistance of their teacher, peers and environment because in doing so, new skills and strategies could be learned and mastered through interaction with others. Smagorinsky (1995) shared the same view that students can perform better towards a more advanced level when assisted by an adult or a more able others. With assistance, they learn and develop in their learning until eventually become more independent and gradually need less support as they internalize the knowledge constructed through guided activities. Once students possess problem-solving repertoire, they need less support when encountering similar problems or situations in the future because they have an ability to manage them.

#### **2.2.2.1 Group ZPD**

Not only was the notion of ZPD examined within an individual learner and his learning development, Nyikos and Hashimoto (1997) examined to what extent the notion of ZPD was activated in group work and discovered factors affecting students' self-regulatory behaviors. In their study, the notion of 'group ZPD' was used to refer to the concept of students' working collaboratively on a joint written term paper, whereby if each learner had his own level of developmental growth, it was believed that when each of them worked in collaboration with one another, 'group ZPD' should exist because all members arrived at a shared understanding of the task. Data were collected from the students' journals and two written self-reports on the group process and their individual role in the group. In analyzing these writings, content

analysis was used so as to show the dynamic and interactive engagement in the group project. The study's finding revealed that the group ZPD could be developed through the co-construction of knowledge resulted from the mutual understanding of the writing topic. Some affective aspects such as role taking and delegation of responsibilities also had positive effects on the degree of individual's and group's ZPD potential growth. Their study therefore showed that ZPD was not confined to individual learning; however, it could function at a dyad level. While less experienced students felt they were given an equal opportunity to share their parts, the more capable ones also found it challenging to negotiate the language that less able peers could also understand. Moreover, the learners revealed positive attitudes towards the use of collaborative tasks.

#### ***2.2.2.2 Expanded ZPD***

While the concept of ZPD in most cases traditionally refers to the potential learning development that could be reached when there was a support from a more capable person to more novice learners, a number of scholars extended the notion of ZPD to cover the developmental stage that was derived from other means of assistance. The notion of expanded ZPD (van Lier, 2004) was an example of this. It explained that within a child's zone of proximal development, he/she could learn through different kinds of support.

Figure 2.1 below represents different kinds of support one can get in order to learn. The figure is composed of two circles; the outer circle consists of four quadrants meaning four different sources of assistance whereas the inner circle shows that one can learn successfully using self-regulation. When one can perform on a task or an activity independently, one can be said to be self-regulatory or an

autonomous learner. From SCT perspectives, it is believed that learners should be responsible for their own learning; therefore, they should shift from being other-regulated, i.e. dependent on others, to self-regulated, i.e. dependent on themselves. For example, in performing writing tasks a learner should be able to notice his/her own errors without any intervention (Aljaafreh and Lantolf, 1994).

In the outer circle, the top left quadrant represents assistance from more capable peers or adults, which can refer to scaffolding and modeling. In fact, scaffolding was originally the metaphorical term used to address a child's learning from gaining assistance from adults (J. S. Bruner, 1976; J.S. Bruner and Sherwood, 1975; Wood et al., 1976). With regard to this expanded ZPD, this dimension of scaffolding expands to cover the help from adults, such as teachers or tutors, and more able peers as well (Samana, 2013).

The top right quadrant in the outer circle refers to assistance from interacting with equal peers. In the figure, there was also a quote from Bronfenbrenner (1979) that "If one member of a dyad undergoes developmental change, the other is also likely to do so." This was in line with the concept of "group ZPD" in the work of Nyikos and Hashimoto (1997) . Equal peers can mean two learners who possess the same level of writing ability and work in pair. Interacting with equal peers is believed to promote learning in some ways as they can negotiate for meaning and co-construct both content and language in their learning process. Many researchers such as de Guerrero and Villamil (2000), Donato (1994), and A. S. Ohta (2001) have conducted research around this dimension.

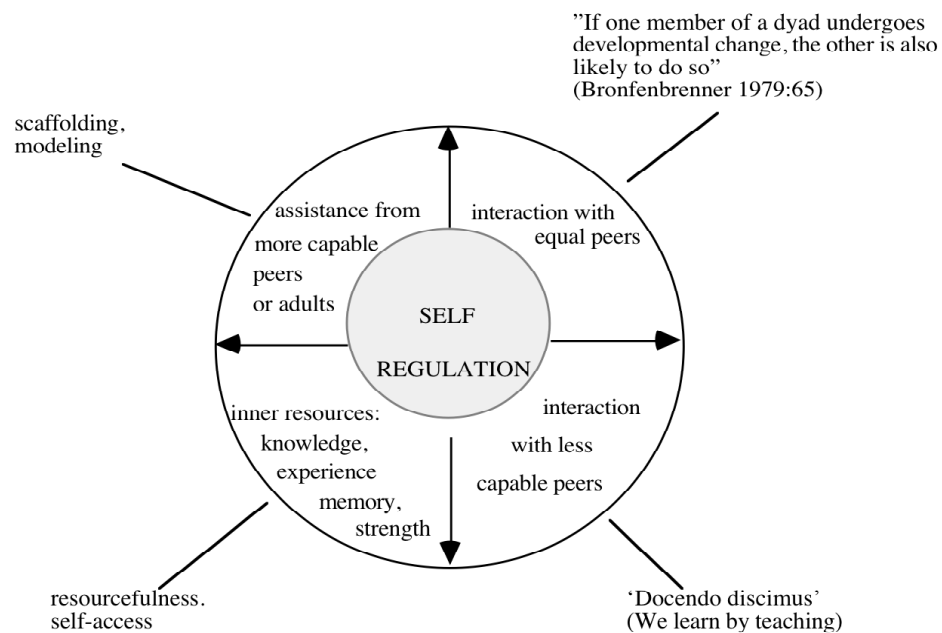


Figure 2.1 Expanded ZPD (van Lier, 2004)

Next, the bottom right quadrant represents the kind of assistance from interacting with less capable peers. While less capable peers can contribute something to the pair's success, more capable peers can learn by teaching or explaining something to the less capable counterparts. The study by Watanabe and Swain (2007) confirmed that students learned from the act of teaching others by providing evidence that three expert partners had more opportunities to provide assistance to their novice partners. It strongly shows that social mediation comes not only from an expert such as teachers but also from peers, and even from less proficient peers. Different proficiency yields positive results as long as pairs work in a collaborative manner (Watanabe and Swain, 2007).

Lastly, the bottom left quadrant depicts another dimension of assistance from which one uses to reach his ZPD. The support can happen from resourcefulness and self-access. This dimension covers inner resources such as knowledge,

experience, memory, and strength, whereby one can access within self. The inner resources can be used as ways to cope with difficult situations, to deal with unusual problems, and to solve learning tasks. It is believed that one's prior knowledge, schema, and background can be accessed and activated when needed.

To conclude this section, ZPD refers to the distance between one's current level of proficiency and one's potential level. In order to reach the ZPD, one can use all types of support. These can be assistance from more able, equally able, and less able people. In addition, the help can be from one's own background knowledge, prior experience, innate strengths, and recalled memory. In the subsequent time, after one is able to internalize the learned skills or knowledge, one should be able to work independently without any assistance.

### **2.2.3 Scaffolding**

Scaffolding was the metaphor originally adopted by J.S. Bruner and Sherwood (1975) peekaboo study. The protocol of the game consisted of an initial contact, the establishment of joint attention, disappearance, reappearance, and acknowledgement of renewed contact. These obligatory features or the "syntax" of the game occur together with optional features, such as vocalizations to sustain the infant's interest, responses to the infant's attempted to uncover the mother's face, etc. These parts of the game were an instance that the mother provided a "scaffold" for the child.

J. S. Bruner (1976) also noted the role of dialogue in language acquisition, addressing the notion and characteristics of a mother's scaffolding to a child in a total of five possible features. First, it was essential that the complexity of a task be reduced in order to grasp a child's attention and keep him concentrated. Then,

modeling was important in that it gave the child an example to do things he was expected to do and to be. Next, context and situation should be provided so that the child could apply the knowledge gained from the previous steps. Last, to make the child develop, support by the mother was crucial, so that he would not fall.

Scaffolding was then used in a metaphorical sense in cognitive psychology and mainly in L1 research, believing that a knowledgeable person created a form of speech in a supportive way to allow novice persons to participate in and be able to extend their current skills and knowledge to a higher level. In a sense, scaffolding can take place in a dialogically constituted interpsychological means of communication to promote less advanced internalization of knowledge and skills co-constructed in a shared activity. When a child cannot do something alone, or make an error, that can be a signal for an adult to lend him a hand. Help is provided when it is needed. As a child begins to take on more control or responsibility for the task, the adult “dismantles the scaffold” (Donato, 1994) or removes the support.

The metaphor of scaffolding was then extended in the field of education and psychology referring to such notion among tutor-tutee interactions. Wood et al. (1976) characterize tutors' successful and effective scaffolding techniques into six features. The first step to the list is to get attention from the tutees, then to control the tasks. It is also important to guide or encourage the tutees to set and stay focused on the goals. The tutors must highlight the emphasis of which part of the task is critical and which is not while also monitoring the frustration that may occur among the tutees. Another essential feature of scaffolding is modeling. The authors stress the importance of how skillfully tutors can manage the interaction while students are working on the tasks either independently or collaboratively.

Similarly to the discussion in the previous section, the concept of scaffolding is not restricted to adult-child interaction, learners can learn from interacting and negotiating meanings from performing tasks with equal peers or even with less capable peers. In addition, they can internalize what has been learned from the social environment at the interpersonal level; thus, they themselves can be resourceful and valuable materials for their own learning at the intrapersonal level.

Scaffolding is unconscious and it is a natural by-product of classroom activities where students interact (Thepsiri, 2007). “Collaboration with the teacher, less able learners, more able learners and the individual’s own resources can facilitate interaction that is both meaningful and productive” (Walsh, 2006).

Donato (1994) viewed that scaffolding can be dialogically co-constructed inter-psychologically among novice learners. He proposed the term “collective scaffolding” used to mean the process of co-construction among equal peers. Taking Vygotsky’s developmental theory, learners can provide the similar kind of support and guidance for each other that adults provide learners. Through collaborative tasks, students can learn from one another in various aspects. For example, students can learn some grammatical knowledge from their peer (e.g. Donato, 1994; A. S. Ohta, 2001) and they can obtain ideas and content knowledge from their group (e.g. Jiriyasin, 2006).

#### **2.2.4 Mediation**

According to Vygotsky (1978), language serves as a psychological tool needed to mediate higher order thinking. As language can have an impact on one’s mental functions, he also viewed that language served not only as a way to communicate, but also served to direct active learning (Jones and Brader-Araje, 2002). In other



words, one needs language to think; thus without thinking, one can never learn. J. P. Lantolf (2000) stressed that the most fundamental concept of SCT is that the human mind is mediated (p. 1). He further stated that “Internalization is the source of consciousness residing outside of the head and anchored in social activity” (J. P. Lantolf, 2000). On the same note, (Daniels et al., 2007) stated clearly that mediation is a central concept of Vygotsky’s learning theory.

That is to say, intrapersonal communication emphasizes the learning with respect to its process more than product. Once students have mastered the learning process, they can be more autonomous. A social constructivist perspective on learning suggested that students should have control over their own learning processes and be able to mediate meanings of knowledge using their experiences and what they construct from interpersonal mediation. Students are likely to move toward autonomy when they are consciously aware of their learning and manage their thinking processes (McRobbie, 1997).

One can learn by mediating within oneself by both written and spoken communication, reflecting on different matters that he experiences or learns. Reflective activities can take place in a form of writing or speaking to reflect or react to something students see, hear, or experience. For example, they can reflect on a situation or action in the past: what they did, how they feel about it, what they think they did well or unsuccessfully and what they can do in the future to improve or to solve the occurred problem. Learning activity within students’ self is essential due to Vygotsky’s theories believing that novice learners should take a responsibility for their own linguistic performance. That is, learners should move from other-regulated to self-regulated hierarchy (Aljaafreh and Lantolf, 1994).

Lidz (1991) noted that learning could either be direct or mediated. While the former involved a child's learning by himself, the latter referred to learning experience whereby a child was assisted by an experienced adult who guided him and stimulated his learning with the use of external resources. Lids further described scaffolding features used for mediated learning experience that in order to facilitate students' mastery of the task; tutors should adjust the complexity of teaching interaction. At the same time, they must encourage tutees to step forward with support whenever they need.

According to Cole (1996), mind emerged in the joint mediated activity of people. Mind, then, was in an important sense, 'co-constructed and distributed.' When discussing mediation and mind, the term 'tool' was used in much of the literature and especially in the original writing of Vygotsky's learning theory (Daniels et al., 2007), whereas Cole (1996) preferred the term 'artifact' as he suggested that 'tool' should be a subcategory of 'artifact'. Vygotsky described psychological tools as devices for mastering mental processes (Cole, 1996). The examples of Vygotsky's psychological tools were language, various systems for counting, mnemonic techniques, algebraic symbol systems, works of art, writing, schemes, diagrams, maps and mechanical drawing, and all sorts of conventional signs (Vygotsky, 1960/1981 cited in Cole, 1996).

To sum up, SCT posits that constructing knowledge results from social interaction at the interpersonal level between and among individuals or between an individual and his outside world. Such knowledge constructs are then internalized and stored in the intrapersonal level; that is, one mediates within oneself (e.g. Daniels et al., 2007; Jones and Brader-Araje, 2002; Wertsch, 1979). When one faces

difficulties, the internalized process can be “reexternalized” or “reaccessed,” meaning that when one needs help again, one can seek out other mediation through social interaction or through artifacts available in the environments (Frawley & Lantolf, 1985 cited in J. P. Lantolf, 2000).

### **2.2.5 Regulation**

Regarding regulation, J. P. Lantolf (2000) SCT was elaborated into three distinction of mediating stages. They were referred to as object-regulation, other-regulation, and self-regulation. The first two stages were associated with inter-mental plane of learning, meaning that learning took place when controlled by the objects in a child’s surroundings and learning when guided by other social members.

A number of researchers used the term ‘other-regulated’ (e.g. J. P. Lantolf, 2000; Lei, 2008). That is to say, one seeks help from others regardless of their proficiency level or the relationship between them. Lei (2008) further categorized this into community-regulated and society-regulated scaffolding whereby students may be offered or ask for help from people in their community or social groups outside classroom. Learners could seek help from other resources such as facilitative tools on computer, paper-based or online dictionaries, encyclopedia, and other objects. While this was referred to as object-regulated (J. P. Lantolf, 2000), Lei (2008) used the term ‘artifact-regulated’ to mean the same matter.

By the same token, Mitchell and Myles (2010) discussed two types of regulation. First, other-regulation was the learning occurred in unskilled children who needed guidance from more skillful others, i.e. teachers, parents at the initial stage of learning, typically mediated through language. Collaborative talk enabled learners to shift from inter-mental activity in which they were dependent on others to intra-

mental activity in which they could perform by themselves. Thus, secondly, self-regulation was the individual skilled one could perform autonomously.

Finally, the self-regulation was in line with the intra-mental level of mediation because it referred to the fact that the child was able to complete a task on his own. Things that he could perform independently could be said to be within a self-regulated area whereas beyond such an area, there was a zone of proximal development in which one sought help regarding knowledge or skills which could only be accessed and appropriated with someone's assistance or so-called other-regulated; or known as object-regulated (J. P. Lantolf, 2000).

In conclusion, different categories were assigned to the concept of regulation. According to several scholars, regulation can be classified into other-regulated, object-regulated or artifact-regulated, and self-regulated. First, the other-regulated pattern could certainly occur in dyadic interaction because the participants worked in pair, whereby two of them negotiated for meaning in order to complete a writing task. With only two participants in the pair, there was a small chance of no interaction at all. Second, object-regulated or artifact-regulated appeared in the collected data due to its wide-range coverage of artifacts or external sources the participants employed or consulted. For example, in performing a collaborative writing task, it was common that the participants used some facilitative tools on MS-Word and also since they used the Internet as a tool to search for information so that they could use it as supporting evidence or examples of their opinion writing. Dictionaries and thesaurus were also considered one of the object-regulation. Third, self-regulated was when the participants performed on a task independently. The participants may use their experience or knowledge they bring with them to the

classroom. This was often revealed while they perform in opinion writing as they had to state their opinion and prove their standpoint with supporting details or some personal experiences. This was in line with van Lier (2004) concept of self-resourcefulness in the expanded ZPD section.

To sum, the current study has been inspired by the concept of expanded Zone of Proximal Development (ZPD) by van Lier (1994), which discussed four main dimensions or categories of scaffolding. They are other-regulated scaffolding, object-regulated scaffolding, self-resourcefulness, and self-regulatory. Each pattern was discussed briefly below.

Other-regulated scaffolding patterns (e.g. J. P. Lantolf, 2000; Mitchell and Myles, 2010; Walqui and van Lier, 2010) certainly occur in dyadic interaction because learners work in pair, whereby two of them negotiate for meaning in order to complete a writing task.

Object-regulated scaffolding patterns (J. P. Lantolf, 2000) cover help from artifacts or external sources that learners can employ or consult. For example, in performing a collaborative writing task, it is common that the learners use some facilitative tools on word processing such as word count and spelling and grammar check tools. In addition, they may use internet-mediated tools to search for information to be used as supporting evidence or examples of their opinion paragraph writing. Dictionaries and thesaurus are also considered one of the object-regulated scaffolding.

Self-resourcefulness (Walqui and van Lier, 2010) means that learners may use their prior experience or content knowledge from their other classes. The learners are

believed to have brought some background knowledge and personal experience with them to the language classroom.

Self-regulatory (e.g. J. P. Lantolf, 2000; Mitchell and Myles, 2010) is an occurrence when learners can perform a task independently after they had been guided or helped by others. The learning is believed to take place at an interpersonal level initially and such helps may be removed as soon as the learners can do the task alone. They may be able to recall some knowledge or skills from the activities they had done.

A number of frameworks that act as indicators that make a valuable addition to the sociocultural analyst's toolkit for determining microgenetic growth inspired this research were the following:

- 1. Aljaafreh and Lantolf's (1994) levels of transition towards self-regulation**

(transition as learners shift from interpersonal to intrapersonal plane) showing different degree of learners' need for help from the tutor and their ability to notice and correct their own errors. Table 2.1 shows the summary of the transition from interpsychological to intrapsychological functioning (Aljaafreh & Lantolf, 1994 cited in A Ohta, 2000).

Table 2.1

*Aljaafreh and Lantolf's (1994) Level of Transition from Intermental to Intermental Plane*

Level 1	The learner is not able to notice or correct the error, even with the intervention from the tutor.
Level 2	The learner is able to notice the error, but cannot correct it, even with intervention.
Level 3	The learner is able to notice and correct the error, but only under other-regulation.
Level 4	The learner notices and corrects an error with minimal, or no obvious feedback from the tutor and begins to assume full responsibility for error correction.
Level 5	The learner becomes more consistent in using the target structure correctly in all contexts. Noticing and correcting if errors, when they arise, do not require intervention. Thus, the individual is fully integrated.

Although Aljaafreh and Lantolf (1994) study was conducted nearly two decades ago, their work is up-to-date in its significance and contribution in education. As it is every teacher's hope to wish that students can monitor their own learning; especially, their own mistakes and be able to correct them without having teachers point at those mistakes for them.

2. **DeGuerrero and Villamil's (1994) indicators of self-regulation:** analysis of 40 recordings of peer interaction during a written composition revision task. These indicators make a valuable addition to the sociocultural analyst's toolkit for determining microgenetic growth.

Table 2.2

*DeGuerrero and Villamil's (1994) Indicators of Self-Regulation*

1.) The learner is capable of independent problem-solving. He/she can identify trouble sources in the text, initiate revision, and provide alternatives for the text.
2.) The learner has internalized the task requirements and has a clear vision of the goals to achieve.
3.) The learner's attitude is one of self-confidence in terms of content, language use, task goals and procedures.
4.) Prompts by peers are dealt with quickly and efficiently with little negotiation (because the learner already knows the answer) or firm rejection (because the learner considers suggestion inappropriate).



### 3. Aljaafreh and Lantolf's (1994) Regulatory Scale

Explicitness	Regulation	Regulatory Scale	
Implicit ↑ ↓ Explicit	Self-regulation ↑ ↓ Object-regulated	0	Tutor asks the learner to read, find the errors, and correct them independently, prior to the tutorial.
		1	Construction of a 'collaborative frame' prompted by the presence of the tutor as a potential dialogic partner.
		2	Prompted or focused reading of the sentence that contains the error by the learner or the tutor.
		3	Tutor indicates that something may be wrong in a segment (e.g. sentence, clause, line) "Is there anything wrong in this sentence?"
		4	Tutor rejects unsuccessful attempts at recognizing the error.
		5	Tutor narrows down the location of the error (e.g. tutor repeats or points to the specific segment which contains the error)
		6	Tutor indicates the nature of the error, but does not identify the error (e.g. "There is something wrong with the tense marking here?")
		7	Tutor identifies the error ("You can't use an auxiliary here.")
		8	Tutor rejects learner's unsuccessful attempts at correcting the error.
		9	Tutor provides clues to help the learner arrive at the correct form (e.g. "It is not really past but something that is still going.")
		10	Tutor provides the correct form.
		11	Tutor provides some explanation for use of the correct form.
12	Tutor provides examples of the correct pattern when other forms of help fail to produce an appropriate responsive action.		

Table 2.3 Aljaafreh and Lantolf's (1994) Regulatory Scale

#### 4. Ohta's (2001) Scale of Assistance: peer interaction

Table 2.4

*Ohta's (2001) Scale of Assistance: Peer Interaction*

Methods	Level of explicitness	Description
1. When the interlocutor is struggling.		
A. Waiting	1	One partner gives the other, even when struggling, time to complete an utterance without making any contribution.
B. Prompting	2	Partner repeats the syllable or word just uttered, helping the interlocutor to continue.
C. Co-construction	3	Partner contributes a syllable, word, phrase, or grammatical particle that completes or works towards completion of the utterance. This includes prompt that occur in the absence of an error, when the learner stops speaking, or produces false starts.
D. Explaining	4	Partner explains in native language.

Table 2.4 (Cont.)

Methods	Level of explicitness	Description
2. When the peer interlocutor makes an error, partners use the above methods (A, B, C, D) as well as the methods listed below.		
E. Next Turn Initiator	1-2	Partner indicates that the preceding utterance is somehow problematic (e.g. by saying 'huh' or 'what?'). When the NTRI is in the form of a prompt, it more explicitly targets the error. The NTRI provides an opportunity for the interlocutor to consider the utterance and self-correct. This is the case even when the NTRI is triggered by comprehension difficulties rather than by a linguistic error.
F. NTRI Next Turn Repair Initiator	3	Partner initiates and carries out repair (either fully or partially by providing a syllable, word, or phrase to the interlocutor. These may be in the form of recasts, which build semantically on the learner's utterance but change or expand it.)
G. Asking	4	Partner notices their interlocutor's error and asks the teacher about it.

That is, they moved through the ZPD towards self-regulation and gain control over the target task (Aljaafreh and Lantolf, 1994). Central to their work, the levels of transition towards self-regulation show different degree of learners' need for help from the tutor, their ability to notice and correct their own errors.

Aljaafreh and Lantolf (1994) Regulatory Scale lists specific types of help or regulation ranging from the most implicit to the most explicit. Learners requiring help

at the top of the hierarchy would be closer to self-regulation than those requiring the type of help towards the bottom, and as learners move from the bottom to the top, so they show evidence of microgenetic development. Their scale emerged from their research on tutor sessions in which learners received corrective feedback on their written compositions. The levels on the Regulatory Scale, therefore, are obviously geared towards a writing task, and they focus specifically on the correction of grammatical forms.

In 2001, Ohta conducted an extensive study on effects of corrective feedback and assistance among learners. Learners helped each other not only when they made errors, but also when they struggled to produce or understand words or grammatical structure.

Things to observe are:

- the frequency of intervention by the tutor
- the quality of intervention
- the need for intervention (i.e. when the learner is struggling or has made an error)
- the learner's ability to notice an error.
- The learner's ability to correct an error
- evidence of the learner struggling

It is hoped that these observations about these would indicate on which of the five levels learners are within their ZPD. To put it simply, if they make no errors or are not struggling and no intervention is required, they have achieved independent control and thus are self-regulatory.

If they are able to notice and correct errors or overcome struggling with mediation from the tutor, they are other-regulated.

If they are unable to notice or correct errors or cannot resolve the cause of their struggling, even with tutor intervention, then they are probably object-regulated and very low in their ZPD.

A. S. Ohta (2001) work differs from that of Aljaafreh and Lantolf (1994) in that the former was conducted among peer interaction in natural classroom setting while the latter was conducted in tutorial sessions between a learner and a tutor. In addition, Aljaafreh and Lantolf (1994) work focused on written forms while that of A. S. Ohta (2001) touched upon all aspects of classroom conversation. Ohta's work was called a scale of assistance, discussing two aspects of assistance. First, assistance that was provided to conversation partners when they are struggling and second, assistance that was provided when they have produced an error.

#### **2.2.6 Studies on SCT Principles**

SCT principles have been adopted worldwide in an array of research in second and foreign language education. One of the landmarks for literature on SCT was Lantolf's Sociocultural Theory and Second Language Learning (2000) due to its compilation of research conducted with fundamental concepts of scaffolding and ZPD. His edited volume included many interesting studies conducted by proponents of SCT. This landmark literature explored Vygotsky's language learning theories and their implications in many countries; for instance, Donato's (1994) investigation of mediational processes among French students; Swain's research on French immersion study of students' dialogical interaction, negotiation of meaning, and learning at the same time; A Ohta (2000) study of two Japanese college students

scaffolding each other in translation tasks; and van Lier's use of the ecological metaphor to be used for context-bound language teaching and learning.

With respect to scaffolding and English learning and teaching, it is undeniable that the name of Pauline Gibbons comes into play. She stated that in order to make group work effective, given instructions to the task needed to be explicit and clear (P. Gibbons, 2014). Therefore, students should be aware of what they are expected to achieve and what a clear group outcome is expected. The task should be at the appropriate level to the students and talk or meaning negotiation is essential.

Derewianka cited in P. Gibbons (2014) identified four stages of the teaching cycle to make a text clear to the students. First, teachers should build schema so that they have enough background knowledge of the topic that they are going to talk about. This can be done through text related to the theme. Next, students should be given the opportunity to view the model texts so as to understand the overall structure and linguistic features of the text they have to produce. Teachers and students write a text together as a joint construction to illustrate the process of writing a text. Then students write their own text as an individual or a pair. Throughout all the processes, students can get support and guidance from more experienced others, in which case can be either teachers or peers.

While the notion 'scaffolding' in connection with the concept of ZPD in most cases traditionally referred to the support a more capable person provides for more novice learners to reach their potential level, Donato (1994) explored the concept of "collective scaffolding" or "mutual scaffolding" among English language learners. His study of the notion of scaffolding among equal peers in which three novice French students worked collaboratively to produce French equivalent of 'You remembered'

(*"Tu t'es souvenu*) in a grammatical form. He concluded that students provide mediation in collaborative tasks. Talk between peers usually occurs in L1 as an efficient medium for problem solving, which helps enhance both L1 and L2. His data collection and analysis was based on the observation on the students' interactional discourse with the use of a microgenetic Vygotskan approach and Wood et al. (1976) scaffolding framework, which had been extended in the field of educational psychology to refer to tutor-tutee interaction.

Donato (1994) found that not only did the three students scaffold one another in fulfilling the assigned task, but they also became better at using the language than performing individually, noting that the students made use of their L1 in order to negotiate meanings. The use of L1 also appeared in a study conducted by Lee (2008) to investigate how corrective feedback was provided through expert-novice online interaction. It was found that the use of both students' L1 and L2 promoted negotiation of L2 lexical and syntactic forms of errors.

As in Donato's case, A. Ohta (1995) conducted a study of peer scaffolding among her Japanese language students working in pair, in which case one student was less advanced than the other. She found that in collaborative pair work, her less able student was scaffolded by her more capable peer; in turn, the more advanced one had an opportunity to develop her own language and refine her thinking through pair work interaction.

A Ohta (2000) conducted another microgenetic study of moment-to-moment learning through peer interaction of two learners of Japanese language helping each other on translation tasks and the finding revealed that her students internalized

grammatical knowledge. She discussed five levels internalization proposed by Aljaafreh and Lantolf (1994) as well.

In the following years, the concept of 'scaffolding' was adopted in Antón and DiCamilla (1998) work, whereby they investigated the use of Spanish in English classroom in their discourse to mediate negotiation in meaning while performing collaborative writing tasks. Wells (1998) argued with the finding that the term 'scaffolding' should not have been employed due to its presumably restricted implication to the scenario where an expert-novice relationship comes into play. Wells (1998) argued that those language learners had relatively the same degree of language proficiency; therefore, no partner played the role of 'teacher' or 'a more able person' who was supposedly to take control of the learning and supporting the less capable peers. He proposed that the concept of 'collaborative problem-solving' would have been more appropriate than the use of the metaphor 'scaffolding' in such cases of novice-novice interaction (Wells, 1998).

Nevertheless, Antón and DiCamilla did not agree with Wells' argument in that the proposed term 'collaborative problem-solving' did not capture the genuine underlying features of 'scaffolding' notion (1998). In response to Wells' reaction, they consequently propounded the notion of 'mutual scaffolding' as the extension of the original metaphor, insisting on their belief that students may have some expertise in particular areas in which other novice peers had no idea.

In the same light, the study conducted by de Guerrero and Villamil (2000) interestingly shifts the focus of the typical expert-novice ZPD circumstance by looking at the assistance given to novice students by other novice ones in order to revise each other's writing. In other words, the study primarily focused on peer



revision, in which two peers had the same level of language proficiency. In addition, they described strategies used when two intermediate ESL college male students enrolled in an ESL communicative skills course alternated roles between being a writer and a reader while working in pair. The data for analysis came from a selected one pair interaction recorded. It was revealed that the reader played an important role as a mediator and his comments were considered constructive and useful for the writer's final draft revision. The reader's scaffolding could activate the writer's ZPD and vice versa. Thus, the effect of scaffolding in the interaction was mutual rather than unidirectional.

The notion of 'scaffolding' and the 'zone of proximal development' originally focused on the teaching and learning environment whereby a learner was guided or supported by a teacher or a more capable other in order to accomplish a task. The research by Fernández et al. (2001) discussed the need to reconceptualize these two main concepts in that they can also be applied to a context of symmetrical collaborative learning among students with the same level of linguistic and content knowledge.

The study (Fernández et al., 2001) consisted of two separate experiments; one was attempted to discover whether ZPD could be developed by the use of exploratory talk among groups of students. The use of the talk techniques was found to enable the students to have a better mutual understanding of the problem and present ZPD effect on a symmetrical group. The other experiment was to investigate whether and how participants provided 'scaffolding' for each other's learning. The subject was located in both Mexican and British schools.

The result showed that although the group interaction was unplanned and unconscious, each student in the group supported each other by explaining and discussing how to solve the problems. The metaphor of 'scaffolding' usually refers to temporary support; however, the notion in this study does not have the same interpretation. It supported learning in symmetrical groups which was dynamic, dialogic and continuous. Therefore, this paper discussed the need to re-conceptualize the concepts of ZPD and scaffolding to take into consideration of collaborative group work in which students simply help one another to finish the task in the most effective way using exploratory talks.

Two years later, Rojas-Drummond and Mercer (2003) discussed several research studies conducted to prove that the use of effective teacher-led questions and trained students' talk in peer and group work can enable students to gain problem solving and reasoning skills during both in-group and individual tasks. These studies were based on a sociocultural theory, in which social intercommunication with other group members could influence students' individual developmental level through scaffolding tasks and interaction in classrooms.

According to Rojas-Drummond and Mercer (2003), the participants in both countries consisted of a control group and a target group; the former was given a set of 'talk lessons' training for students to use a constructive talk in group work whereas the latter was given only a normal instruction. The interactions among the students were video-recorded. The results of the studies revealed that the target groups made a considerably higher improvement of their performance than the control group in both group work and individual tasks. These studies not only showed the positive effect of using trained exploratory talks among students working

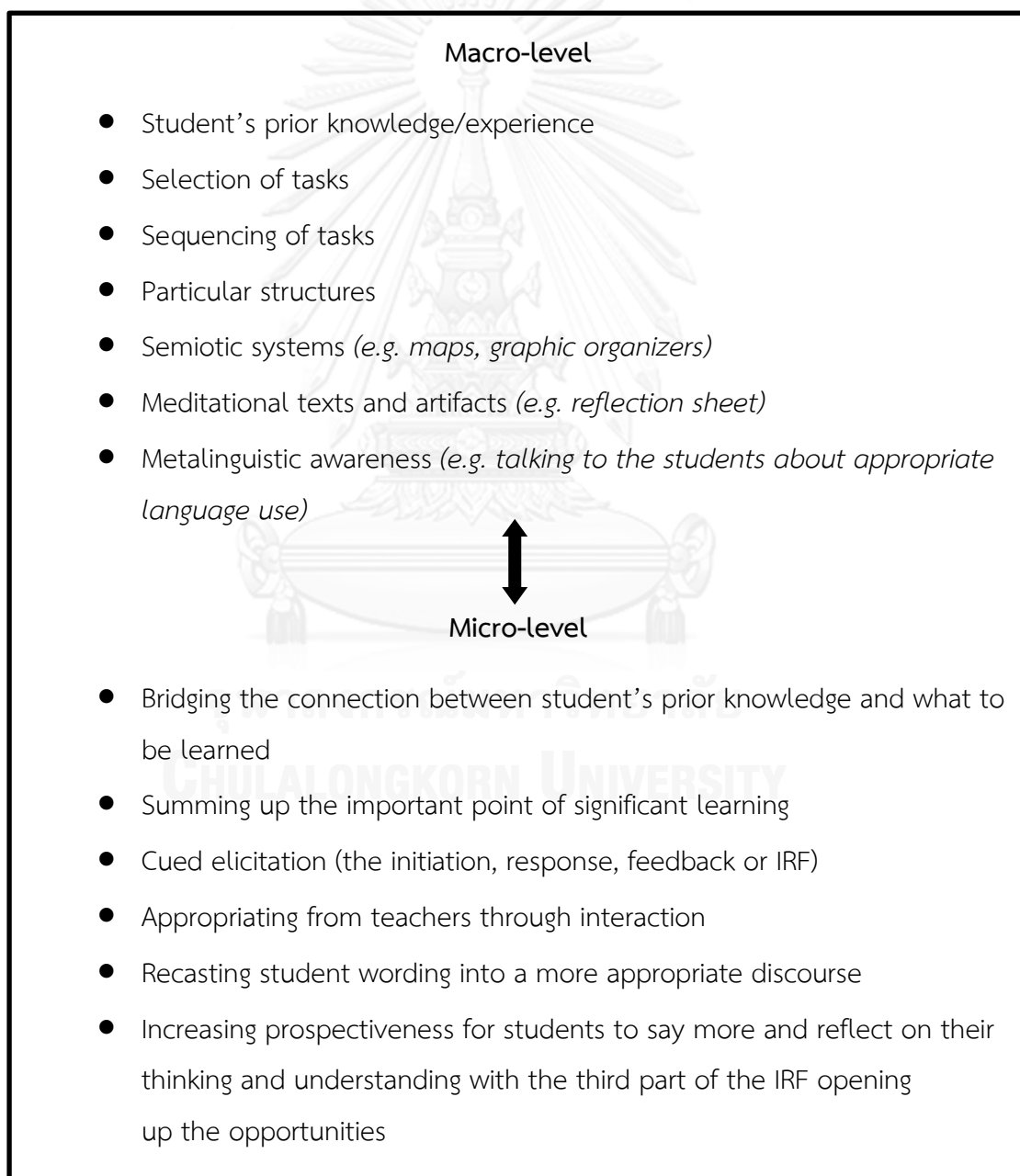
in group, but they also enabled the students to perform individually in a much better and more intellectual manner. This reflects the notion of scaffolding, whereby the students are assisted by teachers or their more able peers until they become more independent and once the help is gradually removed, they can successfully perform on the tasks by themselves. This evidence further reminds us teachers to carefully plan to integrate effective interaction, meaningful tasks, and well-structured instruction to maximize students' learning process and outcome.

While most of literature on scaffolding focus on each type of scaffolding whether expert-novice, novice-novice or self-scaffolding in different learning and teaching contexts; Hammond and Gibbons (2005) aimed at presenting the model of scaffolding used on the ESL education, with the intention to distinguish scaffolding from simply 'good teaching.' Their work was based on an action research in six schools. They finally came up with two levels of scaffolding in language education: macro- and micro-levels. At the macro-level refers to teachers' consciously planned teaching according to the course objectives. The micro-level, on the contrary, includes unplanned interactions between teachers and students or among students themselves. Both levels are needed as the macro-level of scaffolding enables the micro-level or interactional level, which thereby enables both teachers and students to work within the ZPD.

Another two studies were conducted on scaffolding with self-access materials. One was by Sanguanpuak (2005) and the other was by Duangkaew (2007) at King Mongkut's University of Technology Thonburi (KMUTT). Sanguanpuak (2005) developed self-access paper-based materials for writing skills of a personal recount, in which she categorized scaffolding into two levels: macro-level and micro-level.

The former includes defragmenting a writing task into sequential steps such as concept preparation, language preparation, prewriting, drafting and rewriting, and prewriting, drafting and rewriting. The latter includes techniques such as questions, prompts, hints, modeling, examples, explanations, feedback and pair work.

Figure 2.2 Macro-Level Scaffolding and Micro-Level Scaffolding (Hammond & Gibbons, 2005)



Duangkaew (2007) studied types, forms, and amount of scaffolding provided and used in self-access learning materials. He collected data from five first-year students who were enrolled in the first English foundation course. His instruments included a checklist to identify types of scaffolding, a recording video snapshot program, and a semi-structured retrospective interview with the subjects. In this study, he investigated scaffolding types in all areas, which are, grammar and writing, pronunciation, reading and listening. Interestingly, the writing section revealed the lowest scaffolding.

Evidently, more work on scaffolding is needed in Thai educational contexts. Its underlying concepts have been well recognized and resulted in extensive amount of researchable topics in other countries, as seen from a number of literatures reviewed in the previous sections.

Later in 2005, Michell and Sharpe made a different claim from the stated research studies on the term 'collective scaffolding.' In their work, the notion was referred to the teacher-led talk to the whole class as a shared activity mainly to demonstrate the process of problem-solving and reasoning in completing the task. Further, they claimed that usually scaffolding is an activity or technique occurred privately between the teacher and individual students or small groups of students who experience difficulties in task performance (Michell and Sharpe, 2005).

Walqui (2006), from her view of teacher professional development, presented a concept of scaffolding as an instructional means to enable English language learners (ELLs) at a secondary school level to become better at their linguistic and academic language proficiency. She stressed an in-depth framework of SCT, on which scaffolding underlay. However, unlike many other research studies, her work did not

only discuss scaffolding with respect to structurally planned teaching models, but she also mentioned scaffolding in that it functioned as moment-to-moment in-class activities, whereby the overall structure was planned at a macro-level employed through classroom activities and the scaffolding routine could be assessed by either the teacher to their students in order to be decided on restructuring or shifting what had been planned.

The six instructional models, according to Walqui (2006) include modeling a sample for students, connecting their existing and new knowledge, contextualizing the content, building schema at the outset of the lesson, presenting texts in various genre and discourse, and providing an overt instruction of learning strategies. The study provided a useful list of models, associated with examples of tasks for teachers to follow. Although scaffolding is a time-consuming process during class preparation and in-class activities, it is vital that scaffolds be continuously provided and strongly encouraged in order to promote lifelong learning. As scaffolds are essential due to the need of students, teacher professional development programs should also be continually supported.

Scaffolding can also occur through the use of gestures. Intelligence of Low Dimensional and Carter (2007) described in what ways body language can enhance young students' small group work. In order to complete a group task, students need to negotiate and construct meanings; therefore, they can do so through verbal discussion, some gestures or even silence. Holton and Clarke (2006) discuss three kinds of scaffolding: expert scaffolding or expert-novice, reciprocal or novice-novice, and self-scaffolding, the first being support by the teacher usually through modeling as an effective technique, the second being trial and error phase for group of

students working together to construct knowledge, and the last being students' within themselves adjusting knowledge they have acquired from other resources.

Students of non-native English speakers have faced a challenge in learning both the language and the academic styles of that language in a subject-matter class. The study of Zwiers (2006) reports on an action research to explore how to integrate and scaffold the development of students' academic language, content of history and thinking skills. Multiple sources of classroom data were collected and analyzed such as student logbooks, audio recordings, the persuasive essay and teacher's notes. In this study, many scaffolds were presented and thoroughly discussed. The result showed a clear connection between teaching academic English language, content of American history and thinking skills, with the use of scaffolds. The notion of scaffolding has been popular in the past decades and this research confirmed that it greatly contributed to students' improvement in their writing and thinking. For this purpose, teachers should create more engaging activities. Although this paper was based on the middle grades in USA, it can be applied to other non-native English classes in international settings.

Another two studies in Thailand investigated scaffolding used by teachers to provide assistance to their students; one study was among content-area teachers and the other among teachers in bilingual classrooms.

Although the constructivist notion of 'scaffolded instruction' has been adopted as a practical pedagogical classroom practice in content-area courses using English as a medium of instruction, one study showed that due to more English language learners at present, content-area teachers (CATs) have faced challenges in finding scaffolding strategies to help their students improve their language and

content knowledge. Pawan (2008) reported on the main types of scaffolding strategies perceived and used by CATs. Four types of scaffolding were discussed: linguistic, conceptual, social and cultural. The finding showed that CATs had less knowledge of cultural scaffolding than the other types; therefore, it should strongly be emphasized in a teacher training. Similar to other research studies on scaffolding instruction, this paper confirmed that effective teaching is an element of good teachers' supporting their students to learn best and develop to their potential level but also revealed that good English language teachers must also possess knowledge on culture so as to develop cross-cultural rapport with their students. Taken in that light, teachers' scaffolding should include teachers' trying to incorporate culture into their lessons. This further challenges English teachers in that they no longer teach solely the language. Teacher professional development should take cultural scaffolding into consideration.

The other study occurred in bilingual classrooms. The notion of 'scaffolding' in another research was limited to teacher's verbal interaction with their students as whole-class communication whereas the term 'intertextuality' refers to the teacher's classroom spoken language in the echoing manner with the use of different words, voices or accents to help the students get meanings across. Forman (2008) emphasized these two concepts in an analysis of the pedagogical and linguistic implications of bilingual EFL classrooms, in which English was taught as a subject. The study was conducted in a provincial Thai university with eight Thai teachers and one native speaker of English, all of whom were assigned to teach 19 hours. The lessons were observed and audio-recorded in the data collection and the teachers were also interviewed after the course. Both monolingual and bilingual dialoguing was



discussed with respect to their effects on how they contributed to help students get the meaning across when talking to their teachers. The study revealed that scaffolding provided insightful pedagogical practice in bilingual classrooms with the use of intertextual techniques. This study provided a fine description of scaffolded teacher talks in bilingual education in Thailand, including valuable steps of bilingual intertextuality practiced by each participant teacher. The study confirmed the effectiveness of both notions on students' understanding in university level EFL contexts. Nevertheless, the use of L1 in L2 pedagogy should be carefully monitored and planned. Teacher training should be encouraged so that the teachers are well trained on what, when, and how to use L1 in the L2 classroom.

The most recent study on scaffolding and interaction in Thai EFL classroom was conducted by Samana (2013). Her work was to compare teacher's scaffolding and that of seven self-selected pairs of low proficiency student's interaction while the students were working on eight different collaborative tasks. The interaction was audio-recorded, transcribed, translated into English, and analyzed in terms of language-related episodes (LREs). This study excluded the interaction that was not related to the talk about language the students were producing, questioning, or revising (Swain & Lapkin, 1998 cited in Samana, 2013). The study revealed that of all 445 LREs, 95 (21%) LREs occurred when the participants asked for help from the teacher (56 LREs; 58%) or peers (39 LREs; 41%). The participants in this study mentioned that the teacher was a reliable source while their classmates could not give correct information. Nonetheless, the study showed that the participants tried to do the task by themselves as much as they could before they asked for the teacher's assistance.

Samana (2013) further discussed that the teacher and the classmates used different strategies when giving help to the participants. The teacher tended to scaffold the participants by encouraging them to learn and giving them assistance bit by bit whereas the students often gave answers or solutions to their peers in order to complete the task, yet sometimes no explanation was given. In this piece of research, there was an interesting incidence when a pair of students worked on a text editing task and could not think of the past form of the verb 'to give.' It was interesting that even though the teacher gave out the answer 'gave' to them, but she helped them only once in one conversation exchange because she was busy with helping other pairs. This pair finally decided to write 'gived' because they did not know how to spell 'gave' and did not know how to get the information. This showed that scaffolding does take time and learning was moment-to-moment phenomena, which requires close monitoring and attention. It should be the teacher's responsibility to teach our students to know how to learn, so that someday they can be independent learners. This study concurred with many previous studies (A. S. Ohta, 2001) in that it can prove that scaffolding can be given by not only teachers, but also by peers. Although some peers are not good at English, they can also give help as each student has his or her own strengths and weaknesses (A. S. Ohta, 2001). Some may know one thing, but not the others.

Samana (2013) concluded that the teacher tended to increase assistance to her students when necessary and withdraw when not needed while peers tended to share knowledge to their peers rather than scaffolding. Their knowledge may be insufficient for them to give deep explanation to their peers, yet only enough to get the task completed.

One of the drawbacks of this above study was that the researcher's participation as the teacher of the class could have been biased or led to misleading conclusions. That was because the researcher could have influenced the number of scaffolding episodes, as she knew that was what she was looking for. The fact that she was both the teacher and the researcher made her unable to perform her responsibilities fully. Besides, the fact that many pairs worked simultaneously made her unable to monitor every pair maximally. That could mean that each pair of participants did not receive equal treatment.

In conclusion, socio-cultural approaches embody concepts of students' actively constructing their understanding of knowledge being assisted by other more knowledgeable persons, which can be said that they are scaffolded (Watson, 2001). For Vygotsky's view, the teacher acts as a facilitator who provides assistance. Students come to class with some background knowledge and the teacher can build schema based on what the students already know to make it easy for them to enter and access new knowledge. When students need assistance, the teacher gives scaffolded tasks to ensure that they can continue constructing the meaning or knowledge better and in a more complex manner. As they require less help, the teacher gradually removes the scaffolding as the students become increasingly self-regulated and independent.

### **2.3 Interaction**

In today's communicative classrooms, it is undeniable that interaction among learners or interlocutors has played an important role. Michael Long, in the 1980s proposed the Interactional Hypothesis, the concept of which was originated from his

dissertation. The work was based on college-level ESL learners who were paired up to interact with English native speaking pre-service and in-service ESL teachers.

The hypothesis at the time was in line with Krashen's comprehensible input hypothesis in that learning takes place through understandable input. An obvious difference between the two hypotheses was that Long (1996) emphasized on interaction rather than Krashen's input orientation. Therefore, Long believed that the best way learners learned a language was through interactionally modified input. This brought about interaction modifications used in negotiation for meaning such as clarification requests, confirmation checks, and comprehension checks.

For Long (1996), input from interactional modifications was better than unmodified and authentic input which could be too complicated for the learner and at the same time was better than pre-modified input (Ortega, 2009). He strongly believed that through interactional modifications, learners can learn at their contingency, i.e. at the appropriate time of need.

van Lier (2004) pointed out other means to negotiate for meaning when communicative problems arise in social interaction in order to fix the communication breakdown and develop mutual understanding between two or more parties. He proposed three ways to solve the problems. These three ways included proactive (planning and predicting), concurrent (signaling during own or another's turn) and reactive (summarizing, rephrasing, wrapping up).

In addition, van Lier (2004) made a broad distinction between four types of social interaction in language classroom. The first type was unidirectional transmission of information from one to another. Secondly, recitation was the elicitation of information by using questions. Third, transaction was a bidirectional

structured way of communication exchanging information. Last was transformation which means that learning situations may change according to collaborative unplanned and unstructured talk by any participants in the group. Learning takes place moment-by-moment and role's contribution is self-determined. Within these four types of interaction, there are many ways of negotiation of meaning among social members.

Apart from van Lier's types of interaction above, Nunan (2007) noted that one of the key characteristics of conversations is the negotiation of meaning. This means that speakers have to negotiate with each other to ensure that misunderstandings are sorted out and conversations then flow smoothly. He states three main strategies for negotiation of meaning, namely, comprehension checks, confirmation requests, and clarification requests.

Other researchers classified patterns of interaction distinctively. Another work by Storch (2001) discussed four types of pair interaction in her unpublished doctoral dissertation. They are patterns of contribution, decision-making behaviors, nature of assistance, and discourse and linguistic features in terms of pronouns use.

Saville-Troike (2006) provided important devices from her own observation for negotiation of meaning between native speakers and non-native speakers. Such interactional modifications made by NS can be considered as scaffolding. The techniques are repetition, paraphrase, expansion and elaboration, sentence completion, frame for substitution, vertical construction, comprehension check and request for clarification, rising intonation, and recast.

Another study which addressed the notion of negotiation of meaning was conducted by Jiriyasin (2006). Her study was aimed to investigate the effects of

repetitive narrative tasks on English oral language performance of Thai undergraduate students. Her study employed audio-recording as well as observation of students' interaction during narrative tasks, whereby categories of interactional patterns used for data analysis are based on many socio-cultural researchers and adapted these classifications of social interaction according to her own research. The categories proposed are summarized in the below table.

Table 2.5

*Categories of Interaction Patterns (Jiriyasin, 2006: 276-280)*

Category of interactional patterns		Literature on which it is based	Feature and function
1	Continuer	Foster & Ohta (2005)	One peer encourages his/her peers to contribute more ideas in their collaborative work e.g. yes, ah ha, go ahead, etc.
2	Other-initiated correction	Lee (2004)	The listener provides more accurate pieces of information, in terms of content, vocabulary, and grammar for the speaker.
3	Appeal for assistance	Lee (2004)	A speaker asks for the contribution of content, characterized by "wh-question" e.g. "what about you?" or "how do you spell it?"
4	Helping out	Lee (2004)	One peer suggests a word, phrase or whole sentence, ideas, or other suggestions.
5	Content confirmation checks	Rulon & McCreary (1986)	The listener confirms the speaker's previous utterance, characterized by the rising intonation.
6	Content clarification checks	Rulon & McCreary (1986); Foster & Ohta (2005)	The listener elicits clarification of the speaker's previous utterance, characterized by "wh-questions" or "yes-no questions."
7	Content confirmation and clarification checks	Rulon & McCreary (1986); Foster & Ohta (2005)	Non-verbal or verbal expressions are provided by a speaker to confirm or clarify the question being asked by one peer member, or to confirm the previous utterance of another peer speaker as to show support or argument on what s/he had said.
8	Other-initiated paraphrase	Lee (2004)	A listener, on her/his initiative, repeats or expands upon another speaker's utterance in a form of words, phrases or sentences.

From the aforementioned literature on negotiation of meaning through conversation and interaction, it is vivid that learning takes place when students communicate with others in both written and spoken form of mediation. When students are assigned tasks, they are given opportunities to mediate with teachers, peers, teaching assistants in and outside the classroom, in which they can be exposed to other communicative activities with other beings such as their parents, community, other social groups or resourceful media such as printed media and technology-based sources. Vygotsky referred learning at this level as having the higher order thinking which mainly takes place when developed in small group environment (Wertsch, 1979).

Communicating with others enables students to be dialectic, learning how to think differently and consider a matter from others' perspectives because students mediate from other people of diverse backgrounds, experiences or attitudes. As a result, they learn to disagree, argue, deny and accept others' opinions as well as able to justify their own reasons to convince others. This process promotes deep learning and other social and interpersonal skills they need in their future career when they have to work as a dialectic dynamic team. In language learning, students can ultimately internalize the knowledge through a dialectic relationship with more capable or experienced members of their society (Vygotsky, 1978).

### **2.3.1 Collaborative Learning**

Students are said to have more mediation working collaboratively in group. Oxford (1997) explained that collaborative learning lies within a social cultural epistemology, which outlines learning as mediation within social contexts and which

then promotes cultural knowledge constructs of an individual into the learning environment. Dynamic group tasks can considerably enhance language learning. Pair and group work incorporates principles and themes from cooperative learning and collaborative learning theoretical frameworks. There are a number of reasons for using pair and group work. First, collaborative learning accommodates individual differences and learning styles. As well, it provides opportunities for different types of cognitive involvement and allows for unexpected learning. Apart from these, pair and group work motivates learners and increases time-on-task by using a variety of engaging and interesting activities.

### **2.3.2 Collaborative Dialogue**

The present study was inspired by a number of research studies that provided support for theoretical orientation toward viewing interaction among learners as both a communicative tool and a cognitive activity. Among these studies was a study conducted by M. Swain and Lapkin (1998) on interaction of two eighth graders' working together on a jigsaw task in a French immersion class.

Swain and Lapkin (1998) analyzed language-related episodes from the transcription of their interaction during which they were writing a narrative story. The study concluded that dialogue plays an important role in that it acts as evidence for mental processes, as an opportunity for second language learning, and as a pedagogical implication in language classroom activities.

In the data analyses of this study, the authors focused on the participants, Kim and Rick's, dialogue with respect to the language-related episodes (LREs) to understand their learning of French. They defined LREs as "any part of a dialogue



where the students talk about the language they are producing, question their language use, or correct themselves or others” (M. Swain and Lapkin, 1998).

Further, the LREs were categorized into lexis-based LREs and form-based LREs. The former included the participants’ looking for appropriate vocabulary items to be used in their task they were jointly performing while the latter involved their seeking accurate spelling, French grammatical items such as word forms and sentence structures.

Swain and Lapkin (1998) found that Kim and Rick’s dialogue was an enactment of mental processes in a number of episodes. For example, they generated alternatives of word forms; they negotiated and assessed the alternatives; and they applied linguistic rules they had generated to another context, i.e. in another LRE. The analyses revealed both incidents where the participants chose the correct alternative and where they did not apply the correct linguistic rules. In either case, the participants had to go through mental processes in order to negotiate and mediate their learning.

Swain and Lapkin (1998) also conducted a posttest of the linguistic items one week after the data collection and found that the student dyad seemed to choose the correct linguistic forms of what they had done correctly when they performed the joint writing activity. That could be strong evidence that the participants had learned something from the collaborative dialogue and the skill and knowledge was retained and recalled in a subsequent time when they performed a similar activity independently. In sum, in a jointly constructed and problem-solving activity, the hidden internalized mental processes can manifest themselves in collaborative

dialogue (M. Swain and Lapkin, 1998). Students can learn their second language through ‘scaffolding’ dialogues with their teachers or peers in language learning.

### 2.3.3 Dyadic Interaction

Dyadic interaction simply refers to interaction that takes place between two persons. One of the most recent key scholars that has conducted her research around this area is Storch (2011). She noted that the level of involvement and contribution in a task should be investigated. Inspired by the work of Damon and Phelps (1989), Storch worked on dyadic interaction in an adult ESL class where she identified four different patterns of interaction based on two indexes of equality and mutuality. The former refers to the extent of control over the task while the latter refers to the level of engagement with each other’s contribution. Ellis and Barkhuizen (2005) felt that this model of dyadic interaction can be used in other learning contexts than adult peers.

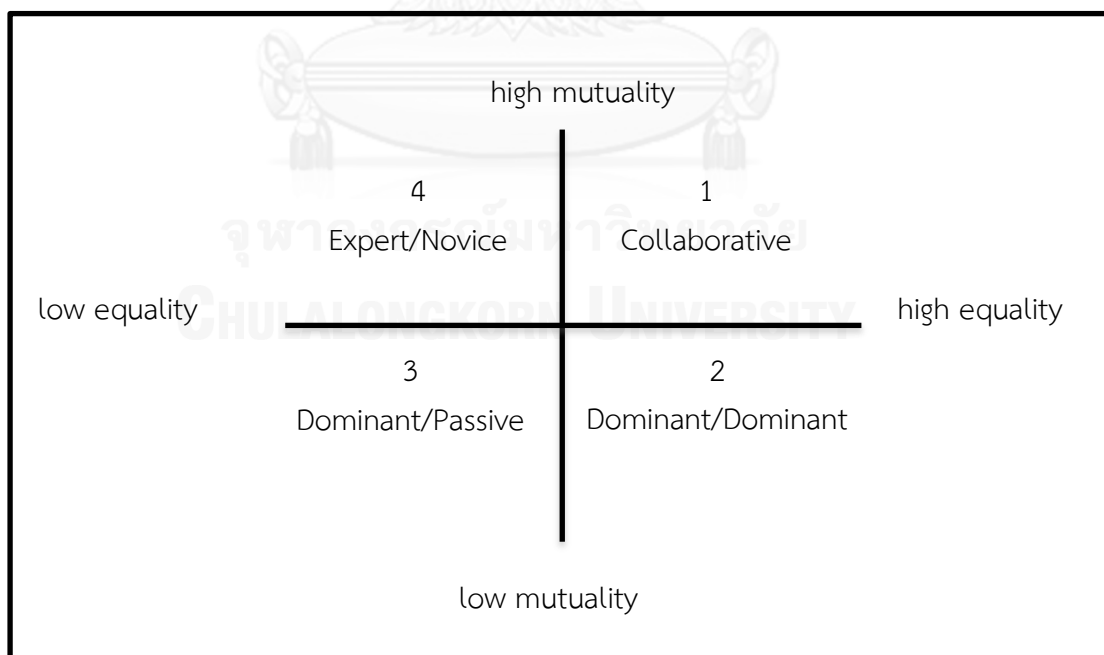


Figure 2.3 A Model of Dyadic Interaction (Storch, 2002: 128)

Pattern 1: Collaborative pattern of interaction happens when a pair of learners works together on all parts of the task and they are open to all of each other's ideas. They offer help to each other and take each other's opinion into account. Their roles are of high equality and high mutuality. In a sense, it is often known as collaborative work.

Pattern 2: Dominant/Dominant pattern of interaction happens when a pair of learners works together actively, yet they have disagreements and cannot reach consensus easily. They do not fully engage with each other's contribution on a task.

Pattern 3: Dominant/Passive pattern of interaction happens when a pair of learners works together unequally. While one participant dominates in approaching a task, the other contributes very little. There is hardly any negotiation.

Pattern 4: Expert/Novice pattern of interaction happens when a pair of learners works together in a way that one person holds control of task while actively encourages the other person to participate in the interaction. The interaction is of high mutuality, but low equality.

It can be noted that when there is high mutuality, interactions reveal notions of intersubjectivity, which means that both learners are undeniably working together on a task and contributing equally or contributing a lot in the task.

The following section discussed details about second language writing. The discussions included English writing ability, writing tasks, process and product writing, writing rubrics, collaborative writing, writing strategies, role of L1 in L2 writing, writing with the computer, and learner attitudes toward collaborative writing.

## 2.4 Second Language Writing

The nature of writing involves why people write, what type of writing they perform, for which audience they write, and for what purposes their writing is intended to (Grabe and Kaplan, 1996). Due to Canale and Swain's (1980) framework, writers need four types of linguistic competence to become successful writers.

First, writers need to have grammatical competence—knowledge of grammar and vocabulary with its proper use in the language system. Second, discourse competence is important because it is the knowledge of genre and rhetorical patterns. Third, sociolinguistic ability is essential, whereby writers should have the ability to use language appropriately in different situational contexts, to understand readers' expectations. Lastly, writers should possess strategic competence referring to the ability to use a variety of communicative strategies in conveying language functions (Hyland, 2003a). The ability to write effectively is therefore becoming increasingly crucial in knowledge-based community. In particular, at the university level, writing is not only considered a standardized system of communication, but it is also important tool for learning and teaching (Weigle, 2002).

Hyland (2003b) mentioned five areas of writing knowledge of which writers should have control in order to produce an effective text. These areas were content, system, process, genre, and context. To further elaborate on these concepts, content referred to knowledge of the ideas or subject matters writers addressed; system referred to knowledge of the language forms used to create a text; process referred to knowledge of drafting and revising; genre referred to knowledge of communicative purpose and rhetorical structure; and context referred to knowledge of reader's expectations and beliefs.

Along with each domain of writing competence, (Hyland, 2003b) also listed a number of writing tasks that were commonly found in language textbooks and that could be classified according to each domain. For example, writers can gain content knowledge by extracting information from a written text, brainstorming to generate ideas, negotiating an opinion gap to construct a text, and reading and responding to the ideas or language of another person's draft.

Examples of writing activities that can enhance writers' knowledge of language forms are practicing construction of simple and complex sentences, revising a draft in response to others' comments, and proofreading as well as editing a draft for grammar. Another set of activities that can broaden writers' knowledge of process of writing is such as drafting a text based on the outcome of pre-writing activities, speedwriting to generate new ideas, and revising a draft based on others' comments. To demonstrate knowledge of genre, writers can practice writing by using specific rhetorical patterns, such as narrative, description, argument, process and comparison and contrast, and editing a draft for an appropriate rhetorical structure. The final domain of writing competence that can be improved is knowledge of context. Writers can enhance this by revising a draft based on others' comments and giving responses to others' draft.

#### **2.4.1 Writing Tasks**

Reid and Lindstrom (1994) addressed some guidelines for the preparation of effective writing activities. The first step is to clearly state the context of the task so that learners understand its objective. Next, the content should be accessible to learners through multiple approaches. Another important step is to ensure that the language used in designing the task is not ambiguous or too difficult to understand.

Furthermore, the task should be reasonably focused to allow for completion in a given time frame. Most importantly, the task should extend learners' knowledge of the specific and relevant genre and the topic.

#### **2.4.2 Process Writing**

Educators have accordingly been concerned about seeking means to help improve Thai students' writing ability. Not only does the writing skill prove challenging for the learners, writing instruction is also intractable in some cases for both native and non-native teachers. A great number of research studies and movements have been attempted for paradigm shifts in English language education both worldwide and in Thailand.

For instance, process-oriented writing has received more attention than the traditional product-based approach (e.g. Ferris and Hedgcock, 2005; Grabe and Kaplan, 1996; Harmer, 2007; Katib, 2001; Lukkunaprasit, 1999; Olson, 2003; Thongrin, 2009). Furthermore, writing teachers are more encouraged to give feedback to students' writing as without it they are unlikely to improve the skill (Aljaafreh and Lantolf, 1994; Chinnawongs, 2000; Ferris and Hedgcock, 2005; Hyland, 2003a; Larsen-Freeman, 2001).

More importantly, in response to attempts to cultivate teamwork and problem-solving skills, collaborative writing has been extensively adopted in in-class and online environments so that students can learn from their peers through writing processes, such as brainstorming and peer revision (e.g. Cho and Schunn, 2007; L. Lee, 2008; Yeh et al., 2007).

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intended to (Grabe and Kaplan, 1996). Due to Canale and Swain's (1980) framework, writers need four types of linguistic competence to become successful writers.

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In recent decades, the process approach to writing has replaced the product-based approach. The current approach stresses that writing is an ongoing process of a series of drafts before reaching a finished written product. Grabe and Kaplan (1996) states that the process approach to writing emphasizes the importance of planning the writing through contextualized activities for pre-writing tasks, and multiple drafts before reaching a desirable written product, with feedback between drafts from a variety of sources such as peers, small groups and/or the teacher through one-on-one conference or through computer. The process approach, however, contains little meaning without social context which positively allows teachers and students to perform more meaningful interaction and negotiation in purposeful writing tasks (Grabe and Kaplan, 1996).

Research on process-based writing indicates that good writers usually pay more attention to planning, drafting and revising. These processes do not occur linearly but they are rather recursive when writers have more organized and detailed plans before starting to work on their first draft and when they reviews their work, they can reaccess and reevaluate their plans by incorporating multiple views and perspectives into the drafting and revisions. Such recursive approach allows the writers to edit their work differently in each draft, either globally with the focus on ideas and organization or locally with the stress on microlinguistic features such as spelling, punctuation, and lexicon (Grabe and Kaplan, 1996; Hyland, 2003a).

Students should experience many strategies throughout all writing processes: thinking about their topic, beginning rough ideas, organizing their writing, clustering, mind-mapping, listing, outlining, writing first draft, rereading and redrafting, reorganizing their ideas, revisioning, revising, proofreading, editing, and finishing their final draft (Campbell, 1998). Such processes have gone through several rounds of teacher-student conferences, peer evaluation and self-assessment before it reaches the teacher to assign final scores. Since the emphasis of writing is on process rather than product, grammar and mechanics have been de-emphasized as long as such errors do not impede communication (Cohen, 1994).

In the discussion of syllabus design and lesson planning in ESL composition instruction, Ferris and Hedgcock (2005) provide writing process schema for course planning, as shown below.

### **Stage 1: Prewriting**

- Involve writers in a text-based task featuring both reading and writing.
- Lead activities requiring students to write from texts



- Weave idea generation tasks such as brainstorming, mapping and cubing, etc.

### **Stage 2: Planning and Drafting**

- Encourage students to plan their writing
- Continue to supply content- and theme-based input in the way of readings, discussions, and so forth to develop and sharpen students' emerging ideas and plans.
- Allow sufficient time in the drafting and planning phase for students to exchange ideas, share their plan, and elicit new information or further development of a schema for the writing task.

### **Stage 3: Rewriting and Revising**

- Situate writing tasks in a transactional space.
- Give students practice envisioning the text's audience, the reader's knowledge and expectations, strategies for satisfying reader expectations and so on.
- Provide students with practice incorporating peer and expert feedback into their evolving drafts.
- Continue to supply content- and theme-based input in the way of readings, discussions, and so on to supplement and narrow students emerging ideas and plans.

### **Stage 4: Feedback, Incubation and Revision**

- Demonstrate productive and supportive ways in which students can respond to the writing of their peers.

- Conduct peer response sessions in a safe environment where students act as critical readers, but not as evaluators.
- Emphasize the benefits of reading and responding to the work of others. Point out the greatest contribution of peer feedback may not be the work of the writer who receives feedback, and for applying that information to students' changing drafts.
- Build in time for incubation between iterations of the composing sub-process.

#### **Stage 5: Editing and Polishing**

- Build sufficient time into the teaching sequence for peer, teacher, and self-editing of mature, developed pieces of writing.

#### **Stage 6: Publishing**

- Provide opportunities for students' final products to be distributed, shared, and appreciated by others.
- Systematically engage students in making decisions regarding written products that should be included in their writing portfolios (if applicable).

After having taught the students the fundamental techniques of one rhetorical pattern in one unit in their course book, the teacher may feel that they need more practice of that genre, yet the textbook does not provide any more theme-related writing practice. Rather than furthering onto another rhetoric pattern, the teacher may give another example of authentic materials as a supplement for their text analysis, so that the students can see more examples for their own multi-draft writing assignment. Such alternative real-world materials are journalistic

articles, academic texts, newsletters, nonfiction prose, sample student writing, and the like (Ferris and Hedgcock, 2005).

Ferris and Hedgcock (2005) states that “working definition that most teachers are more familiar to refers to morphological, syntactic, and lexical deviations from the grammatical rules of a language that violate the intuitions of native speakers.” Most ESL writers often struggle with a variety of verb-related errors (e.g. verb forms, tense, passive constructions, modal verbs, subject-verb agreement). They also have a difficulty in identifying the right properties of English nouns (e.g. count-uncount nouns, singular-plural nouns, collective nouns, etc.)

Most studies revealing negative effects of word processing in writing classrooms were conducted in the 1980s. This can be due to the less modern technology of less user-friendly programs which blocked students from learning effectively as Pennington (1993) noted. Pennington argued against the proponents of paper-and-pencil writers that word processing can be of value for L2 writers in the recursive planning-drafting-revising processes because it can reduce stress and frustration of the writers. Working on computer also encourages more revisions and editing since to do so, no erasing or actual rewriting is required. Word processor makes the mechanics of text change more convenient. As a matter of fact, some empirical evidence has shown that students exhibit improved revision behaviors when they use computers (Chadwick & Bruce, 1989; Li & Cumming, 2001; Phinney & Khouri, 1993 cited in Ferris and Hedgcock, 2005). In addition, rather than making surface revision such as spellings, punctuations, or capitalization; students seem to make a more sophisticated changes at a semantic level (Pennington, 2003 cited in Ferris and Hedgcock, 2005).

Olson (2003) provided the format of instructional steps connecting reading and writing by taken the Langer and Applebee's effective instructional scaffolding into account. It is noted that it is not necessary for all the steps to begin with reading and followed by writing since these proposed processes are recursive, with the belief that although students may not write about the reading they completed, they should be encouraged to write based on their prior knowledge and personal experience. In the similar vein, they should be motivated to read external the classroom. Langer and Applebee (1986) propose instructional scaffolding, of which concept taken after its founders such as Bruner, 1978; Vygotsky, 1986 cited in Olson (2003). As discussed earlier, the metaphor 'scaffolding' was coined by J. Bruner (1978) to describe the assistance provided by adults in tutorial sessions. It can be done by reducing the difficulty of task, providing modeling of the expected outcome, allow more opportunities to practice and keep them attentive to the tasks. Based on these theories, Langer and Applebee present a model comprising five components of effective instruction scaffolding, in which novice learners can seek help from more able language users such as teachers.

Below was taken from Olson (2003) adapted effective scaffolding from Langer and Applebee (1986). Effective instructional scaffolding involves:

- Ownership: providing students with a sense of purposefulness.
- Appropriateness: selecting tasks that build upon students' existing reading, thinking, and writing abilities and that will stretch students intellectually.
- Structure: making the structure of the task clear and guiding students through the specific task so that it can be applied in other contexts.

- Collaboration: promoting collaboration among students and between students and the teacher so that meaning can be constructed and shared collaboratively.
- Internalization: transferring control to the students as they gain competence and can apply the strategies independently.

One of the drawbacks of implementing process-oriented writing activities in class is that it is time-consuming. Going through each process from brainstorming, drafting, writing, editing, rewriting may last more than an hour. Students themselves may not see the advantages of process writing because they prefer writing just one draft which is meant to be the final draft to be submitted to their teacher. Despite these obstacles, writing teachers should still introduce the students to process writing and its benefits for their learning process as well as learning outcome (Harmer, 2007).

Title

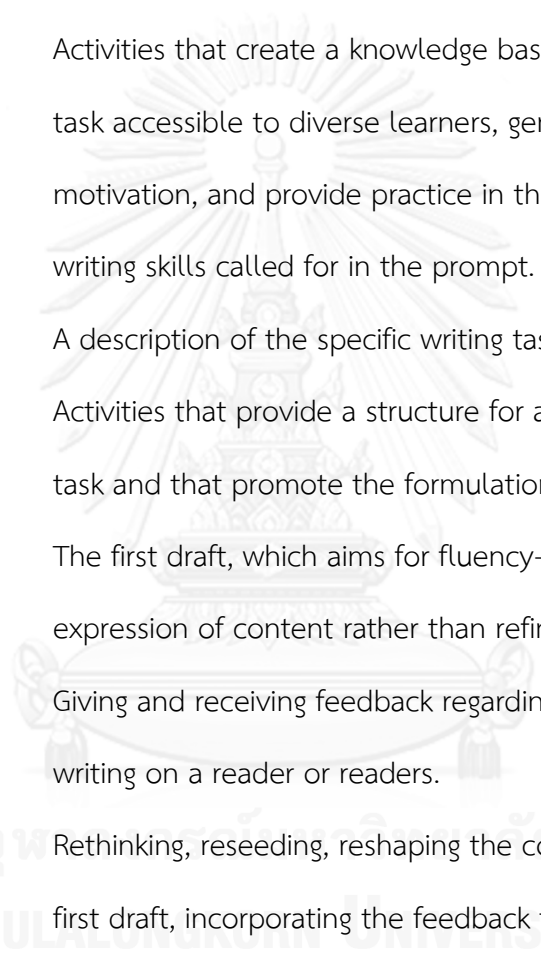
Overview: A brief abstract of the content of the lesson.

Objectives: The reading, thinking, and writing tasks to be undertaken by the students.

The Process

Prereading: Activities that set the stage for reading, including setting purposes for reading, activating prior knowledge, and creating motivation.

During Reading: Activities that guide students through the text, helping them to



	visualize, make connections, from preliminary interpretations, and revising meaning.
Postreading:	Activities that help students go back into the text to explore it more analytically, examine writer's craft, and deepen interpretations.
Prewriting:	Activities that create a knowledge base to make the writing task accessible to diverse learners, generate ideas and motivation, and provide practice in the key cognitive tasks and writing skills called for in the prompt.
Prompt:	A description of the specific writing task.
Planning:	Activities that provide a structure for accomplishing the writing task and that promote the formulation of a writing plan.
Writing:	The first draft, which aims for fluency—for discovery and expression of content rather than refinement of thought.
Sharing:	Giving and receiving feedback regarding the impact of the writing on a reader or readers.
Revising:	Rethinking, reseeded, reshaping the content and clarity of the first draft, incorporating the feedback from sharing.
Editing:	Proofreading the surface features of the writing to ensure that it conforms to the conventions of written English.
Evaluation:	Judging the writing to determine if it satisfies the writer and the reader and meets the criteria designated in the evaluation rubric.

Reflection: An invitation to step back and think about the process of reading, thinking, and writing and the lesson learned.

In reality, these writing processes are somewhat recursive meaning that various stages of writing: planning, drafting, writing, redrafting, editing, rewriting occurs in a non-unidirectional manner. Writers may proceed to another stage or even step backwards to previous stages (White & Arndt, 1991 cited in Harmer, 2007). Harmer (2007) then illustrates these stages in the below figure called the process wheel (p.326).

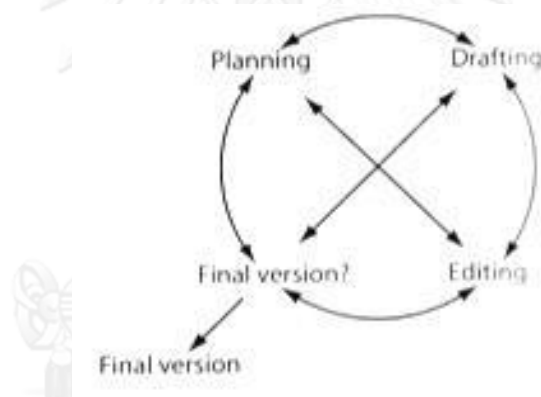


Figure 2.4 Process Wheel (Harmer, 2007: 326)

Cottrell (2001) proposes the SPACE model to support students' writing, which stands for strategy, pace, analysis, context, and engagement. First, explicit strategies should be taught such as in idea-generating, outlining, drafting, revising, editing, modeling. Teachers should demonstrate what kinds of skills and strategies students are expected to use explicitly, maybe through think aloud demonstrations (Grabe and Kaplan, 1996). Sometimes teachers can use free writing aloud or composing

aloud. Second, teachers should allow some opportunities for students to work on proper pace of work; that is, students should be given easy tasks before more complicated ones and be assessed through formative type of evaluation so that the teacher can focus primarily on their writing development over time. Third, the teacher should provide opportunities for students to look at, discuss and examine texts which share the same characteristics as what they are expected to produce. Therefore, textlinguistic and genre analysis can be of great help. Fourth, contextualization should place student written assignments within a manageable framework and reachable setting for them to know what they are expected of doing such as collaborative writing, argumentative writing, the breadth of source materials, and marking criteria. Lastly, the teacher should encourage students to find a topic of writing that inspires them because the more engaged they are with their writing, the more motivated and successful they are towards writing or facing difficulties in writing along the way. The teacher also set writing projects that contains a real-life purpose such as creating writing materials for the public or publication (Grabe and Kaplan, 1996).

Feez (1998) cited in Hyland (2003b) proposes stages of teaching-learning cycle, suggesting how teachers can sequence writing tasks to achieve particular purposes at different stages of learning. As students have more control of the new genre, the support or guidance is gradually removed; thus, responsibility is shifted to the students. The cycle is building the context, modeling and deconstructing the text, joint construction of the text, independent construction of the text, and linking related texts (Hyland, 2003a).



#### ***2.4.2.1 Planning***

Some techniques for pre-writing activities were suggested in Hyland's (2004: 130) work. These included listing details for topics; free writing with no attention to grammar, punctuation or spelling' looping to expand a free writing idea through reflections; clustering ideas to make connections between them; cubing as a way to explore, compare, contrast, analyze, and make argument of the generated ideas; and setting up questions to generate ideas for writing.

Planning is a pre-writing activity done before writing a draft of a document. It can include thinking, taking notes, talking to others, brainstorming, outlining and gathering information about what to be written. It may also be an interview with people concerned or research in a library.

#### ***2.4.2.2 Drafting***

Drafting is an act of putting ideas into sentences or other syntactic units beyond sentences, such as paragraphs and essays. In a draft, the ideas are explained, connected, and supported. This draft tends to be writer-centered, which means that the focus is on the writer's ideas about the topic.

#### ***2.4.2.3 Feedback Giving***

Feedback giving was designed to be part of the entire writing process in the present study because some evidence has suggested that to correct the writing of others is easier than of one's own (Hull, 1987 cited in Saunders, 1989). Many researchers posited that with no training in peer revision, both native speakers of English and learners of English as a second and foreign languages were unlikely to provide useful and concrete feedback to others' writing (e.g. Chou, 1999; Leki, 1990;

Tsui & Ng, 2000 cited in Min, 2006) possibly because of their lack of knowledge and skills for peer review.

In 2005, a classroom research study conducted by Min (2005) with 18 Taiwanese participants was to fill the research gaps in that very few researchers in the past had investigated impacts of trained peer reviews on revision quality. Min's (2005) study revealed that the extensive peer revision training enabled learners to provide more relevant and specific feedback to their peers' compositions and the revised writing turned out to be much better than the previous drafts. Min, who was the researcher and the instructor of the writing class, adopted a modified "writing cycle" by Tsui and Ng (2000) in her course design. The cycle consisted of nine steps, starting from brainstorming, first draft writing, written peer feedback, second draft writing, oral presentation and peer oral response, teacher-writer conference with both written and oral comments on the second draft, third draft writing, the teacher's written feedback to the third draft, and ending with final draft writing.

Feedback can be provided and varied in any writing process. Feedback can be initiated and used in teacher-student, and student-student interaction. Despite teaching writing approaches having dramatically changed over the past decades, there is a remained constant belief that teacher feedback on student writing is a crucial aspect of writing instruction (Hyland, 2003b). Teacher feedback gives the opportunity for writing instruction to be tailored to the needs of individual students through one-on-one conference or through draft-response-revision cycle, during which the teacher can aid students in commenting on their various problematic points in their writing (Ferris and Hedgcock, 2005).

Teachers are able to provide feedback not only on their essay drafts but also on their idea-generating, outlining or prewriting tasks. Teacher-student feedback is such as teacher whole-class discussion of crucial points for revision; teacher modeling of revisions with students writing samples; teacher conference or consultation in class; one-on-one conference outside classroom; written feedback on the written drafts (Grabe and Kaplan, 1996). Hyland (2003a) states that feedback on proper language and organizational features of the genre tends to be most effective during the joint construction stage after they are modeled considerable input on the target genre, structure and language use before the scaffolding is removed to give time for independent writing.

In fact, over the past two decades, feedback practices have been transformed from only with teacher's commentary to be supplemented with peer feedback, self-assessment, computer-delivered feedback (Hyland and Hyland, 2006). In providing feedback, teachers are not the only respondent because students can get a significant degree of benefits from peer response and guided self-evaluation. Commonly many instructors prefer to focus primarily on even exclusively on the development of student ideas in early drafts while saving language editing or mechanics issues for the subsequent or penultimate drafts. Both encouragement and constructive criticism through their feedback should be provided. Especially in English writing, the teacher should try to raise students' confidence level of motivation in expressing their ideas in English (Ferris, 2002; Ferris and Hedgcock, 2005; Hyland, 2003a). The teacher should train students how to offer each other constructive support about writing; it can be done by offering at least one constructive comment

on each piece of peer's writing and offer them early and legible feedback (Cottrell, 2001).

Student-student feedback or peer group responses or peer review is the idea derived from a combination of sociolinguistics and cognitive psychology. Thus, socio-cognitive approaches to learning supports that learning and knowledge are ultimately acquired through negotiated interaction. Taken this light, students have opportunities to learn best from reviewing their own and their peers' text through negotiation and communication with real audience expectation (Grabe and Kaplan, 1996).

Peer response activities can transpire at various stages of the writing process, which are prewriting, discovery, intention, between-draft revision, and editing) and this reflect greatly on the highlight of socio-cognitive processes arriving at collaborative learning with the originality of the social constructionist view that knowledge is essentially a social function (Ferris and Hedgcock, 2005). In this case, students can receive feedback from multiple sources (Chaudron, 1983; Mittan, 1989 cited in Ferris and Hedgcock, 2005) and students can practice critical skills needed to edit and revise their own writing. Also, it allows opportunities for students to see strengths and weaknesses in other peers' work (Hyland and Hyland, 2006; Villamil and de Guerrero, 2006). Some limitations of peer responses are that students may focus heavily on surface linguistic features and neglect commenting on overall ideas and organization of their classmates' responses. When students do not have enough rhetorical or genre schemata in English written texts, they may not be able to give appropriate comments which may be considered as counterproductive feedback (Ferris and Hedgcock, 2005).

It has been suggested that peer reviews become most successful if it is integrated into the writing instruction so that at the outset of the class, students are informed of the fact that they should be aware of writing for peers as well as teacher audience (Mitten, 1989 cited in Campbell, 1998). However, Campbell (1998) argues that peer reviews are the strongest feature when used with conferencing, especially when it follows a few days after peer review session. The interplay between peer review and conferencing lead to successful encouragement of idea organization and revision, with peer review being at the early stage close to the original draft.

Students often pay little attention in editing their own work due to lack of confidence or motivation (Ferris, 2002). Teachers can do the followings to train students in self-editing strategies. They first have to know their own major errors and have to know the success of acquisition through self-editing. Thus, students can also track their own progress in self-editing. They should be trained to edit under time pressure and practice in classroom with in-class grammar and vocabulary exercises as support (Ferris, 2002).

In de Guerrero and Villamil (2000), they identify the mechanisms of bidirectional scaffolded help in peer revision, employing a microgenetic analysis, and approach that allowed them to perceive closely how scaffolding assistance shifted hands and peer revision behaviors developed throughout the interaction. For Vygotsky (1978), both microgenesis, the observation of moment-to-moment changes in behavior and ontogenesis, development over the course of a lifetime, are indispensable in understanding the genesis of higher psychological functions (Vygotsky, 1978). In de Guerrero and Villamil (2000) first study explored cognitive stages of regulation that emerged when participants engaged in peer review. They

focused on different patterns of interaction and the social relationships that resulted from the participants' stages of regulation. They observed that learners displayed particular behaviors that would characterize them as self-regulated, other-regulated, and object-regulated during interaction.

Mu (2005) study found that the participants considered the trained peer review was useful and they thought their classmates' feedback was helpful in making their revised work much improved. The finding contrasted with the study by Nelson and Carson in 1998, which claimed that students did not view their peers' feedback as helpful tools for improving their writing.

Peer revision has been considered helpful for students' rewriting subsequent drafts (Chaudron, 1984; Connor & Asenavage, 1994; Hedgcock & Lefkowitz, 1992; Mendonsa & Johnson, 1994; Nelson & Murphy, 1993; Villamil & de Guerrero, 1998 cited in de Guerrero and Villamil, 2000).

#### ***2.4.2.4 Revising***

Revision is a key to effective writing, as writers should consider their readers' needs and expectations. The written work becomes reader-centered; thus, the writers should pay attention to how much support each idea needs to convince their readers and to whether each concept is sufficiently clear in the writing. At this stage, the writers should as well focus on the effective organization of the work. In addition, this is the final step whereby the writers check the appropriateness and accuracy of the language use and ensure the clarity and coherence of the presented ideas. These may include such matters as word choices, consistency in the use of tense and aspect, mechanical, spelling errors, and punctuation.

### 2.4.3 Product Writing

With respect to writing quality, some researchers think about grammar (e.g. Celce-Murcia, 1992; Hedgcock & Lefkowitz, 1992), whereas others (e.g. Coulthard, 1994; Flower, 1984; Min, 2005; Sato, 1991) deemed appropriateness, idea development, and organization of information as much more important criteria in determining writing quality.

One way to look at writing is to base it on a coherently-formed of words, phrases, clauses, sentences, according to a language system because students are identified with inadequate grasp of vocabulary and grammar, as their major difficulties with writing and frequently express their frustrations at being able to convey their ideas and thoughts in appropriate and correct English (Hyland, 2003). In this view, learning to write in L2 primarily involves linguistic knowledge, vocabulary choices, syntactic patterns and cohesive devices. However, syntactic complexity and grammaticality may not be the only features toward writing improvement because this can hinder students from developing writing beyond a few sentences (Hyland, 2003a).

In addition to linguistic forms, the need for genre knowledge is believed to be very important for students' writing ability because they need to understand how language is formed and text is structured (Grabe and Kaplan, 1996). That is, textlinguistic research comes into play, whereby not only product or process is oriented, but writing also account for audience and social context (Hyland, 2003a). In the written text, students should be able to understand both sentential and textual level. The sentential level concerns both syntax and semantics of a text while the textual level deals with cohesion and coherence of the writing. In addition, writers

must have knowledge about their lexicon which both affects and is affected by the mentioned features at both levels because the lexical items the writers choose to use would reflect basic meaning and can convey meaning in sentence structures, semantic senses and pragmatic interpretation of the writing (Grabe and Kaplan, 1996).

The other view introduces the idea that language structures should be related to meanings because particular language forms convey certain communicative functions. One aim of this focus is to help students to effectively write a paragraph with a topic sentence, supporting ideas, and a concluding sentence, with appropriate transitions (Hyland, 2003a). Students may be unsure about what to do to improve their first draft and some students may not even bother redrafting their writing at all. Some get feedback from the teacher on their first draft ideas and consider it as a failure of personal weakness rather than a necessary part of good writing technique. This discouragement can be overcome by the appropriate writing instruction. (Cottrell, 2001).

#### **2.4.4 Writing Rubrics**

There are a variety of evaluative responses to student writing. Scoring procedures should be carefully chosen and designed according to the teaching and learning contexts as well as according to each type of scoring's advantages and disadvantages.

##### ***2.4.4.1 Holistic Scoring***

Holistic scoring rubrics consist of four to ten levels or bands, assigned to the writer by considering global scoring as a whole or overall impression. Thus, the rating is based heavily on what writers have done successfully and skillfully; not what the text is perceivably deficit (Cohen, 1994; Ferris and Hedgcock, 2005; Weigle, 2002). The



fact that a single score is assigned to the text after the reader has read each work quickly leads to a major concern of reduced reliability without any diagnostic information on language components of the student text. Thus, if holistic scoring is used, teachers must ensure that descriptors must be clear, explicit, comprehensible, level-appropriate with proper “benchmark” writing samples. In addition, two or more raters can be used to ensure reliability especially in high-stakes writing examination (Cohen, 1994; Ferris and Hedgcock, 2005; Weigle, 2002).

#### ***2.4.4.2 Analytic Scoring***

Analytic scoring depends on a detailed rating guideline that separates and weights each component in the text correspondent to content, organization, cohesion, style, register, vocabulary, grammar, mechanics and so forth. The best and most widely used analytic scoring is ESL composition profile by Jacobs et al. (1981) model. With its detailed and explicit sets of descriptors, it is easier for teachers to use in marking student writing (Cohen, 1994). Also, it allows teachers to give consistent and explicit feedback to the students based on each separate component to writing. However, the quality of the text is sometimes not the totality of its parts (Cohen, 1994). Using analytic scoring may not give the important component such as idea development and rhetorical structure despite given heavier weighting due to the salience of grammatical errors (Weigle, 2002; Ferris and Hedgcock, 2005).

#### ***2.4.4.3 Primary and Multiple Trait Scoring***

While the holistic and analytic scorings rely on pre-designed criteria, primary and multiple trait scoring presuppose that the quality of the written text needs to be judged according to the specific context. Thus, the scoring depends on the uniqueness of each prompt and writing created. The goal of these two approaches is

to develop criteria for successful writing on a given topic, using the given prompt, in a selected genre and in a meaningful context (Weigle, 2002). For example, if an assignment intends to test or practice argumentative writing, the scoring might only focus on the development of an argument as the primary trait scoring. Multiple-trait scoring of such argumentative writing might include the weight of persuasive evidence, the use of counterargument and the credibility of the writers' sources.

This trait-based scoring guide encourages students to focus on a manageable set of goals with respect to audience, purpose, genre and rhetorical patterns. The obvious drawback of trait-based scoring is the time and effort required to construct since it is individualized to each writing assignment. Nevertheless, teachers can overcome that obstacle by designing the rubric scoring while they begin with the task design process or test development cycle (Ferris and Hedgcock, 2005). Cohen (1994) and Weigle (2002) discuss the disadvantages of primary trait scoring that it may be difficult to focus on only one trait which would not be integrative enough whereas for multiple trait scoring, it may be hard to decide which traits to use, which may lead some teachers to go back and stick to their traditional concepts in their actual ratings.

In the present study, the participants had some experiences in writing an opinion paragraph from their formal classes. Their writing in the midterm and final examinations was marked using grading rubrics for writing created by Chulalongkorn University Language Institute. The writing tasks in the examinations were similar to the collaborative writing task used in the present study. The total mark was 20 points, divided into six points for the content of the paragraph, four points for the organization of the paragraph, and ten points for grammar.

For an opinion paragraph, a writing topic or prompt was given. The participants had to express their opinions whether they agreed or disagreed with the topic and further state their reasons and supporting details. They were also provided with various sources of information they could use to support their stance. For the content, each reason was worth one point and each supporting detail was worth one point as well. One quarter point was deducted for each irrelevant or excess detail. In addition, one point was deducted when writing over the word limit of 200 words.

Regarding the organization of the paragraph, a topic sentence was worth one point and a concluding sentence was worth one point as well. Paragraph coherence, i.e. whether the paragraph was logical, well organized, and coherence, was worth two points. For grammar, the participants were expected to show excellent language use; for instance, they should use a variety of sentence structures and appropriate word choices and their writing should contain no major errors, such as verb tense, voice, subject verb agreement, fragments and runs-on. Besides, it should contain a few minor errors such as the use of article, capitalization, punctuation, preposition, and spelling, all of which caused no communication breakdown.

#### **2.4.5 Paragraph Writing**

A paragraph is a series of four to eight sentences focusing on one idea called the topic. Usually a paragraph begins with a general statement to introduce the topic; it is called the topic sentence, stating the main idea of the paragraph; that is, it tells the readers what the paragraph is about. In the topic sentence, words or phrases that need further explanation, description or supporting details are called controlling ideas. To simply put, they control the information that follows in the

paragraph. The paragraph usually ends with the concluding sentence (Reid and Lindstrom, 1994).

To perform paragraph writing, writers must decide on topics, audiences and purposes. Further decisions need to be made for organization, brainstormed ideas, topic sentence, supporting details, language structures and vocabulary, revising and editing. The paragraph must be focused, well-supported and unified (Reid and Lindstrom, 1994). To support topic sentences, Reid and Lindstrom (1994) proposes four basic techniques. First, facts can be used as evidence to support the main idea. They include numbers, statistics and other factual information. Next, the use of examples can prove a point made in the topic sentence. These can be a series of short examples or one extended example depending on context. Another technique of support is the use of physical description such as words and phrases. Lastly, personal experiences can serve as a valuable support tool in paragraphs, for more convincing arguments (Reid and Lindstrom, 1994).

#### **2.4.6 Collaborative Writing**

Scaffolding has been proven to be beneficial in collaborative writing by a number of research studies (e.g. Storch, 2001, 2005; Watanabe and Swain, 2007). According to Sanders (1989), the term ‘co-writing’ was used to mean ‘completely cooperative’ in the writing process. This means that throughout the entire process of collaborative writing, scaffolding moment-to-moment takes place. “Planning consists of deciding on an audience, purpose, and topic; generating and selecting ideas; and developing an implicit or explicit organizational scheme for the piece of writing. Composing involves translating ideas into organized and coherent text; monitoring progress by reading what has been written; possibly making changes or corrections if

needed; and planning the next sequence of the text. Reviewing entails reading the completed draft to fulfill its intended purpose, whether it meets the needs of the intended audience, and whether it is coherent and cohesive. Correcting includes proofreading and editing the final draft of the text in an effort to detect, diagnose, and alter trouble spots involving the conventions of written language.” Scaffolding through the four stages can promote students’ ability to succeed in the task within their ZPD (Storch, 2001, 2005).

One of the key features of cooperative learning is that learners can work towards a single team product, such as joint written texts. Its benefits are the positive emotional tone it creates and the higher expectation of success because they know they are not put on the spot alone. The sense of teamwork is a powerful springboard to high motivation.

With regard to collaborative learning and writing, writing is believed to be meaningful from a social-context approach and not as a single product of an individual person (Cooper, 1989; Faigley, 1986; Witte, 1992 cited in Grabe and Kaplan, 1996). It can also be said that this writing development has evolved out of social constructivist epistemology. Taken the same light, this can also be called socio-cognitive approach to writing development focusing on significant amount of writing practice with assistance (Weigle, 2002). Students learn how to achieve appropriate linguistic forms used in process writing activity through provided feedback on the writing development and students learn and give feedback to other peers and self-regulate and self-edit these writing tasks in which they had extensive practice and guidance.

These principles facilitate the interactive roles of experts, peers and self, highlighting the importance of practicing tasks rather than assuming a general transfer of writing skills across purposes, topics, tasks, and genres (Newman et. al., 1989; Rogoff, 1990; Tharp & Galilimore, 1988 cited in Grabe and Kaplan, 1996). In the joint negotiation stage, the teacher begins to transfer responsibility to the students as they have more control of the genre and confidence in writing. This allows them to create a target text in collaboration with their peers (Hyland, 2003a).

Therefore, group work is seen to be very essential part of writing instruction because collaborative learning leads to student engagement in inquiry, interaction, and problem solving for the aim of working cooperatively toward a joint goal. The group members feel mutually responsible for their group outcome. Each student is assigned a different role such as the group leader, the secretary, the reporter whereas the teacher is facilitator, model demonstrator and observer (Grabe and Kaplan, 1996).

#### **2.4.7 Writing Strategies**

In the past, there have been a number of research studies that have examined the differences in the use of writing strategies between students of more advanced and less skilled writers (Cumming, 1998; Grabe & Kaplan, 1996 cited in Sasaki, 2000). Wolfersberger (2003) found that L1 writing strategies included producing content, drafting ideas, revising writing, choosing vocabulary and editing, and L2 writing involved second language difficulties in addition to all of these strategies.

Researchers have found that skilled L2 writers spent more time on planning and revision to find the best ways to solve a task whereas lower proficiency L2 writers spent less time on planning but more on revision of words and phrases.

The most frequently used strategies to cope with idea generation included planning, brainstorming, free writing and asking questions (Knodt, 1986). Also, perfect writing should contain words or phrases easily understandable by readers. Knodt (1986) recommended in his paper some writing principles and advised writers not to run right through the steps but to think about the situation, or the readers and then get started by playing with ideas. Many studies showed that the most experienced writers spend a lot of time thinking about the writing assignment and playing with ideas, whereas the beginners often plunge right in.

A writer must choose details that fit the focus. Once a writer has decided on the focus, they need to go back to details such as questionings and free-writings to look for materials needed to support the main idea. To keep the focus clear, a writer must stay on course, i.e. close to the subject. Sentences and paragraphs must be connected carefully and with skill. These are important elements to bring the readers to the point and are a bridge between ideas.

Another important element of a good writing is a good conclusion. It is 12 the last chance to get the writer's ideas across to and leave a good impression. Another important element for good writing is the requirement is to complete last minute rethinking, reorganizing, rewriting.

Sawers (2000) cited in Muirhead (2004) supported the idea that a good writing plan is needed to improve writing skills. A good writing plan will involve calculating the time needed to complete the paper. A well-planned writing schedule reduces

stress by making writing a part of a routine giving enough time to research, outline, write and edit a paper. Langan (1987) recommended that it is necessary to make the point clear and support it with specific evidence, organize and connect the specific writing and ensure that the writing is clear and error-free.

Some elements of good writing proposed by McMahan & Day (1984) were honesty, clarity, brevity and variety. They suggested that clarity related most directly to communication, that is, when writing do not attempt to dazzle readers with words and long sentences, but make the writing clear and less likely to be misunderstood.

Fregeau (1999) made a study on the effective approaches that help improve student chances to succeed in writing. Two participants were selected from different linguistic backgrounds and educational experiences. The finding revealed that process approaches which include dialogue journaling, peer reading, clarification questions and feedback, idea revision and instructor/student conferences were more effective than micro-product approaches.

Strategic writing training has been either aimed at learning what good writers do and then teaching these strategies to other less experienced writers. Myles (2002) stated that the ability to write well was not a natural skill. It was usually learned through practices learned or transmitted in formal instructional or other environments. Writing skills must be practiced and learned through experience.

Writing also involves composing, which requires the ability either to tell or retell pieces of information, or to change information into new texts, as in expository or argumentative writing. Indeed, academic writing requires conscious effort and practice in composing, developing and analyzing ideas.



Compared to students writing in their native language (L1), students writing in their L2 have to acquire proficiency in the language as well as writing strategies, techniques and skills. Similar to what several other researchers have asserted, Silva (1993) also agreed that L2 composing is more difficult and less effective, though general composing patterns are the same in L1 and L2.

Silva stressed that L2 writers did less planning and had more difficulty with setting goals and in generating and organizing material than their L1 writers had. L2 writers' text was less fluent, had fewer words, was less accurate, had more errors and was less effective with lower scores.

Carson and Leki (1993) wrote that the content of writing could be different one depending on the source of information. Their study was in the EAP field. They claimed that it is usual to enable students to write better not for EAP writing classes but for 14 academic purposes. Encouraging students to bring their own knowledge, cultural backgrounds and personal histories into writing is important. Besides that, it is equally important in terms of both linguistic and intellectual growth to experience a deeper interaction between language and the social world.

Nan (2003) wrote that activities in writing classes were more important in encouraging students to write more efficiently than only teaching students the rules of writing. By teaching students only about rules of writing, students might learn about the conventional rules of writing, but they would probably not be able to put them into practice. Her lesson plan based on strategies by Hatch and Brown (1995) and semantic mapping by Grabe and Kaplan (1996) caused interest among other teachers. She said that if the topics discussed during class were relevant to students and if students were given opportunities to express their thoughts and feelings freely,

their motivation to work would be higher, which might lead to improvement in writing.

In addition, the transfer of L1 writing strategies to L2 writing, Wolfersberger (2003) who made a study with lower level writers, stated that only some L1 strategies might be transferable to L2 writing. However, students were eager to use those strategies. He recommended to teachers some compensating strategies for their writing classes.

These three strategies proposed by Wolfersberger were translation in which lower L2 proficiency writers wrote a first draft in L1 to solidify content and organization before dealing with translation and style. This method of translation appeared to appeal to some, but not to others, who suggested that individual choice was an important part in using this compensating strategy.

Another strategy was to use L1 mainly during the brainstorming and idea organization stages rather than with writing a draft in L1. After all the ideas were listed and a general understanding of how they would be organized, writers could begin writing the essay in L2 by following the established sequence of ideas. This strategy may work well for writers whose L2 level is not high enough to let them write completely in English but not low enough to have them write a complete draft in L1. The last strategy 15 was to allow for errors in L2 during the initial stages to allow it to focus on areas that may cause problems.

Beare (2000 cited in Beare, 2002), made a study on writing strategies in L1 and L2 with bilingual students and found that proficient bilingual writers use the same strategies in both L2 and L1 writing as well as in the transfer of skills from L1 to L2. He also found that if learners were proficient in a second language and experienced

in writing in a first language, the transfer of skills might be easier. However, students with lower proficiency might need help from teachers. According to H. Lee (2004), the components of the writing process strategies writers use to solve writing problems included planning, revising and editing.

The other two components used by productive writers were regular daily writing and to make full use of short breaks as this is the time writers come up with new ideas. Another interesting study conducted by Sasaki and Hirose (1996) found through qualitative analysis that good writers paid more attention to overall organization when writing in L1 than in L2 and were able to write more proficiently in L1 than in L2.

Although many strategies have been presented, a dictionary is still considered as one of the most important tools for solving writing problems. It is widely used in learning and teaching languages (Winkler, 2001). When the ESL/EFL students experience any writing problems, the first thing they did was to refer to a dictionary. A bilingual dictionary may be more desirable as it not only explains the meaning but also helps in finding new words, which a monolingual dictionary is not capable to provide. Below is the Taxonomy of ESL writing strategies, according to Mu (2005).

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Table 2.6

*The Taxonomy of ESL Writing Strategies, According to Mu (2005)*

Writing strategies	Sub-strategies	Speculation
Rhetorical strategies	Organization	Beginning/developing/ending
	Use of L1	Translate generated idea into
	Formatting/Modeling	ESL
	Comparing	Genre consideration
Metacognitive strategies	Planning	Different rhetorical conventions
	Monitoring	Finding focus
	Evaluating	Checking and identifying
	Generating ideas	problems
Cognitive strategies	Revising	Reconsidering written text, goals
	Elaborating	Repeating, lead-in, inferencing,
	Clarification	etc.
	Retrieval	Making changes in plan, written
	Rehearsing	text
	Summarizing	Extending the contents of
	Avoidance	writing
Communicative strategies	Reduction	Disposing of confusions
	Sense of readers	Getting information from
	Resourcing	memory
	Getting feedback	Trying out ideas or language
Social/affective strategies	Assigning goals	Synthesizing what has been
	Rest/deferral	read
		Avoiding some problems
		Giving up some difficulties
		Anticipating readers' response
		Referring to libraries,
		dictionaries
		Getting support from professors,
		peers
		Dissolve the load of the task
		Reducing anxiety

#### 2.4.8 Role of L1 in L2 Writing

According to Grabe and Kaplan (1996), many aspects and issues in first-language contexts influence writing approaches in L2 situations. Hyland (2003a) shares the same opinion; however, he further concludes that although many adult learners are successful writers in their first language and are capable of bringing sophisticated cognitive abilities and use metacognitive strategies to the second-language writing tasks (Leki, 1992 cited in Hyland, 2003a). The issue of how one learns to read or write in a second language is not directly mapped onto the learners' first language literacy skills (Eisterhold, 1997). Thus, we should not directly attribute all aspects of L2 writing to L1 writing abilities because of many reasons. First, L1 writing strategies may or may not be transferred to the L2 contexts. Secondly, linguistic and rhetorical conventions in L1 may actually interfere with L2 writing (Corner, 1996 cited in Hyland, 2003a). Third, L2 writers usually plan less than L1 and have more difficulty in setting goals of writing. L2 writers depends more on teacher's editing and feedback. Last, cultural understanding in L1 may or may not be transmitted to L2 writing.

The traditional views in ESL composition holds that L2 writers need to think and write only in English because if doing so in L1, it will inhibit acquisition of L2 and will interfere with the generation of L2 structures owing to incorrect way of transfer of structures and vocabulary from L1. However, more current view believed that the use of L1 in L2 writing among advanced learners can help retrieve and plan information in L1. It has been proved that the advantage of L1 is that writers will plan for their writing more effectively with more content in their text (Friedlander, 1990). Lacking competence in L2 writing has been found to relate to the insufficient

knowledge of composition skills and strategies more than the lack of L1 writing skills. Moreover, L2 writers vary in the ways in which they recall their L1 while performing in L2 writing. Thus, L1 writing cannot entirely be transmitted to L2 writing (Cohen, 1994).

Friedlander (1990) mentioned that L2 writers use their L1 knowledge and strategies in writing in L2 as found in many past studies as in Mohan and Lo (1985), Edelsky (1982), Jones and Tetroe (1987: 109). Although traditionally it was believed that language writers should be restricted to L2 use only in their L2 classroom and ignore L1 because L1 may interfere with L2 learning, it has been proved in many studies that regardless of L1 or L2 use in writing classroom, L2 writers still use their L1 both good and weak skills in their L2 writing. Many researchers such as Chelala (1981), Lay (1982), Johnson (1985), and Jones and Tetroe (1987) found that when learners alternate using L1 and L2, it assists them in retrieving more information and ideas (Friedlander, 1990).

In fact, using L1 can be advantageous because students can relate themselves to their prior experience and generate more content ideas to write about. L1, therefore, proves beneficial in some stages of writing process, especially, during planning and brainstorming ideas. In his study, Friedlander (1990) aimed at proving that the use of L1 will enhance L2 writing in terms of more content to write an effective text in the topic areas. The study was done with 28 Chinese-speaking students in a university in Pittsburgh. It was found that the students would benefit when they use Chinese to plan about writing on a topic related to a Chinese festival and use English when they plan their writing on a topic related to American culture.

By the same token, the study by Thongrin (2009) also confirms her students' positive attitudes toward using their L1 (Thai) in the English composition class. She found that the use of L1 enables her students to brainstorm many interesting ideas during the planning stage. They can then use the brainstormed content and ideas to write their draft individually. In most English classrooms, excluding those in international or bilingual institutions, the students use their L1 for negotiation of meaning among themselves. Considering the discussed benefits of L1 in L2 classrooms, teachers should not expect the students to use the L2 in their group work. It is part of the teachers' job, however, to raise their awareness of when the students should use L2 and to do so appropriately, especially when they have to produce a written text with appropriate use of language.

Oxford (1997) summarized that different first and target languages may play major roles on the use of language learning strategies. She encouraged researchers to conduct more research to investigate this area as there was not enough research carried out on this topic.

#### **2.4.9 Writing with Computer**

For nearly half a decade word processing has been applied in educational setting as effective tool in composition pedagogy (Pennington, 1993). The potential of word processing for developing non-native writers' writing skills was explored. From a review of literature conducted by Pennington (1993), it was found that the word processor enabled novice writers to follow writing processes more easily than writing with pen and paper (Conti, 1987; Kellog and Mueller, 1989; Williamson and Pence, 1989 cited in Pennington, 1993). This means word processing helped writers write more freely and recursively. In addition, the non-native writers who use word

processing can write longer (Green, 1991; Johnson, 1986; Kitchin, 1991 cited in Pennington, 1993) and write better (Kitchin, 1991; Silver, 1990 cited in Pennington, 1993). Although writing may seem easily done by word processing, it was found that writers did less planning and prewriting before writing using the word processing (Haas, 1989 cited in Pennington, 1993); their revised papers appeared to be of high quality and writers using the word processing tended to use more revising strategies (Pennington, 1993). To date, using the word processing has been considered as having positive effects among student writers as non-native students of English found that writing on computer helped relieve their anxiety at not capable of writing English quickly and accurately (Berens, 1986; Piper, 1987 cited in Pennington, 1993).

Writing on the computer also reflected typical approaches to writing undertaken by university students, as writing in an electronic age has become an actual practice in the knowledge-based society (Stapleton, 2010). The focus on process writing was in line with real world writing, whereby writers followed these stages in a recursive manner. That is, they may start planning, which can include thinking, brainstorming, and forming an outline of the writing. Then, they continue with drafting, which can be free writing, taking notes, and make a rough draft without worrying about accuracy in their writing. After that, they may ask another person to look at their work and make verbal or written comments on it. Subsequently, they edit their writing according to the received feedback and make a final revision before they complete the writing task.

#### **2.4.10 Learner Attitudes toward Collaborative Writing**

Each learner learns differently according to different factors, such as age, gender, personality, learning styles, learning strategies, contextual differences in



personal choices, and other factors. With respect to collaboration in classrooms, some learners love learning and doing activities with peers while others are threatened by such collaboration. As there are two sides of the one coin, there is no exception when it comes to language learners' attitudes toward collaborative writing. As discussed earlier, writing has been believed by some people to be an individual activity. Some research was especially conducted to discuss personal identity, values, and privacy when it is about writing. A recent study in the Middle East (Farrah, 2011) found that female students enjoy collaborative learning than male students, for example. The same study found that extrovert personality affects positive attitudes toward collaborative learning.

To the researcher's experience, students working collaboratively in-group results in various positive aspects. They are more confident as each individual student is not given pressure to complete a task. Additionally, each group member can bring out the best of him/herself to work toward group's achievement. Besides, they can consult one another what the task outcome should be like. Also, they can develop social and interpersonal while working in a team. Through negotiation of meaning, each student learns from the process. Thus, it is my interest to explore more in this research the notion of scaffolding occurred during the collaboration. Collaborative writing is the skill on which this study places its emphasis because this skill, as mentioned in my rationale, is one of the most difficult skills for Thai learners. Besides, it is one of the skills used as a gate-keeping device to measure students' academic success. Second language writing is, thus, discussed in the following section.

In Thongrin (2009) study, as mentioned in section 2.3.2, she developed a conceptual framework CEIW or collaboration-enhanced-individual-writing that is based on two main theoretical perspectives: Thai collectivism and Vygotskian theories. Taken into consideration these two perspectives, the researcher invented the writing steps called TIMET incorporating both product and process orientation of writing instruction. TIMET stands for the following steps:

1. Thinking through individual free writing
2. Inter-dependently writing in groups of 4-5 students
3. Modeling through instruction
4. Editing Paragraphs inter-dependently written
5. Transferring writing knowledge and skills to individual writing

The research used the pretest-posttest one group design for one academic semester or four months. The researcher designed the workshop-based 90-minute instruction of four rhetoric English paragraphs; that are narration of events, description of people, description of place and opinion giving. Test and Post-test designed by the researcher is opinion giving rhetoric (Thongrin, 2009). It enables them to form cohesive and organized thoughts and transform them into L2 composed texts effectively. The students also revealed their better attitudes and self-improvement through group work.

Some frustrations of group writing have shown in this study (Thongrin, 2009) that students are not content with the fact that their ideas may not be accepted or given attention to group work. In addition, it is sometimes difficult to reach a single consensus for a jointly written piece of work (Thongrin, 2009). Despite less stressful environment, some students express boredom in group work. Varying writing

instruction can affect the students' writing achievement (Mohan and Lo, 1985; Thongrin, 2000 cited in Thongrin, 2009). The researcher uses the term "writing ecology" to refer to the inter-connectedness of various pertinent factors evolving around EFL writing such as teacher, learners, and their cultural background and surroundings. This can be compared to ecology since all factors not only relate to one another; without one the others would have difficulty in surviving.

#### **2.4.11 Studies on English Writing in ESL Contexts**

Advanced and well-trained L2 writers may also encounter some difficulties in their limited number of vocabulary items and syntactic structures (Hinkel, 2003 cited in Hinkel, 2006). It is thus necessary in the eyes of many writing researchers (Celce-Murcia, 2001; Christie, 1998; Martin, 1992 cited in Hinkel, 2006) that writing instruction include the explicit teaching of grammar and lexical repertoire needed in improving students' quality of writing due to the fact that ultimately their written products are assessed with respect to language used to convey meaning. Hinkel (2006) suggested that teachers can select reading texts consisting of a variety of genres as models for writing for the students, whereby they can notice the patterns of lexis and grammar used in such samples.

In case that students have to interact with the reading sources or texts and use those as springboards for generate ideas or arguments toward their writing the L2 writers may lack authority when they do not understand background reading sources fully, which may prevent them from generating relevant and insightful analysis of what to include in their writing. An example of a teacher case is given in Campbell (1998). The teacher integrates reading and writing. The reading texts are carefully selected due to the themes and used to analyze the language use with the whole

class discussion. When teachers integrate reading sources into their writing class, they help their students to practice proper citation and referencing as well. Reading is understood as the appropriate input for acquiring writing skills because it can function as a primary model from which writing skills can be learned or inferred. Better readers tend to produce more sophisticated syntactic structures than poorer readers. Thus, recent studies suggest that reading and writing are strongly related (Eisterhold, 1997).

#### **2.4.12 Studies on English Writing in EFL Contexts**

A number of research studies have been carried out at the tertiary level in Thai educational institutions. Some investigated product-oriented writing; some emphasized on process-based approach to writing instruction; and some focused on feedback on writing. The discussion is in a chronological order.

A case study was conducted by Lukkunaprasit (1999) with the five first-year mathematics-teacher students at the Faculty of Education, Chulalongkorn University on their argumentative writing ability. This was a product-based study since all subjects' writing was rated by the researcher using scoring rubrics. All subjects claimed that writing was the most difficult skill for them because when they were at the secondary level, they were not given chances to compose long sentences; therefore, their knowledge of grammar and vocabulary memorized hardly became activated and used in the written communication. Despite its difficulty, argumentative writing allows the students to set free their opinions and examples. The writings were rated mostly good and fair with some poor ones, according to the rating scales. Thus, the errors from the writings were categorized into structure/grammar, run-on sentence, word choice, preposition, spelling, and capitalization. The

researcher discussed that since this research aimed at students writing their opinions out without paying too much attention to errors, there may be some possible ways to incorporate process-based writing with more controlled supplemental materials to focus on forms.

More studies were conducted at the same institution. Another study by Chinnawongs (2000) examined the writing ability of science undergraduate students who were enrolled in English for academic purposes course. The students were given different kinds of writing tasks as well as questionnaires asking about their needs, problematic areas and preference of teaching methods employed in the class. It was reported that students have serious problems of grammar, vocabulary, discourse organization, content generation, and writing mechanics, respectively. The researcher summarized from the findings that writing instruction should focus both writing process and written product with an emphasis on grammar and vocabulary.

The same researcher also carried out another study in the following academic year on the three-step feedback-giving strategies: peer feedback, self-assessment, and teacher reformulation of the students' writing. The participants, graduate students who were enrolled in Skills in English for Graduates, were asked to complete two types of rhetorical writing: argumentative and comparison and contrast essays. The result showed the most preferred type of feedback was by the teacher whereas peer evaluation was rated as the least popular method. Nonetheless, the students had positive attitudes towards collaborative feedback.

Turning to process-based approach to writing instruction, a study by Katib (2001) revealed the positive effects of implementing process writing approach in her course for undergraduate students in Faculty of Education of Chulalongkorn

University with respect to their improvement on their writing as well as their attitudes towards the learning with the approach and the researcher's teaching methods.

Another more recent piece of research done in 2006 by Thongrin (2009) investigated EFL students' both expository writing processes and products by implementing such writing instructional model called "TIMET or collaboration-enhanced-individual-writing model." This collaboration is conceived of as collectivism which is Thai cultural value. The research also explores the use of first language (L1) in second language (L2) writing and the students' viewpoint on the developed model. The findings support the ecological view of language learning in that many other pertinent factors can contribute to students' success in L2 writing. The result of this study is that both the individual writing performance and group writing performance were at a higher level after implementing his model. Further, the researcher found that the use of L1 can benefit his students' writing in various ways.

In a word, the discussion of second language writing in this section is on collaboration in writing, role of L1 in L2 writing, paragraph writing ability, approaches to writing instruction (process-product, form-function, inductive-deductive), scaffolding in writing instruction, feedback to student writing and writing assessment, respectively. As the study set out to explore the multidimensional concepts of scaffolding patterns occurred during a collaborative process writing task, it is essential that the researcher establish a conceptual framework within which she can work. The framework is provided in the subsequent section.

From the aforementioned literature in Thai tertiary context, it is evident that a number of studies have been based on SCT as well as collaborative learning. In a similar vein, many studies have been conducted with regard to teaching and learning

English writing. However, no studies about process-oriented writing have been conducted in the investigation of such collaborative nature when students produce a jointly written text since collaborative writing from the reviewed literature seems to be restricted to some writing processes such as brainstorming, and peer revision (Storch, 2005).

## **2.5 Chapter Summary**

This chapter has reviewed the three strands of the research inquiry of the present study. The discussions included those related to sociocultural theory (SCT), and its key constructs, i.e. zone of proximal development (ZPD), scaffolding, mediation, and regulation. In addition, the chapter covered the discussions related to interaction in various aspects such as collaborative dialogues, types of interaction, the use of language functions and speech acts for linguistic analysis of interaction or talk toward language learning. Finally, the discussions were about second language writing, with respect to a number of areas. These included writing tasks, process and product writing, paragraph writing, writing strategies, as well as learner attitudes toward collaborative writing. The following chapter addresses research methodology, methods of selection of participants, research procedures, data gathering techniques, and plans for data analysis and interpretation that were applied in the present study.

## CHAPTER 3

### METHODOLOGY

#### 3.1 Introduction

Before discussing the research methodology of this study, the purpose of the present study should be restated. As learning process leads to language learning development, it is essential to investigate how learners learn. To capture the learning process instantaneously, it was vital to observe and record the learner talk while performing a task and to conduct a linguistic analysis of the discourse thereafter.

Therefore, the main purposes of this investigation are to identify three dyads of learners' interaction and writing behaviors during which they underwent a multiple draft opinion-writing task and to analyze how such behaviors can reflect the uses of scaffolding and writing strategies among the learners. This study also aimed to explore their use of writing strategies collaboratively and their attitudes toward the collaborative writing task.

While Chapter II discussed literature related to social approaches to language learning, this chapter elucidates the methodology applied throughout this study in relation to the theoretical frameworks. When viewing scaffolding from a sociocultural perspective, there are two major points of focus to consider when designing the research. They are to emphasize on contextual factors attributed to multiple dimensions of scaffolding and to illuminate how scaffolding was realized through a linguistic analysis. This is how the research methodology was selected.

The discussions throughout this chapter highlight the theoretical and analytical frameworks that shaped the design of the study, with the inclusion of the discussions of the research design, research context, participants, data gathering techniques,



research procedures, and data analysis and interpretation.

### 3.2 Research Context

The present study was conducted at Chulalongkorn University, which is a public university in Bangkok, Thailand. This research was not carried out in the classroom, yet it is important to know the research setting with respect to location, course and learning environments.

The university runs compulsory English courses in every faculty. The population of the study was first-year undergraduate students who took the compulsory English foundation course “5500111 Experiential English I.” This three-credit course was developed by Chulalongkorn University Language Institute (CULI) and offered in the first semester of every academic year to all first-year undergraduate students. This was with an exception of the students in the Arts Department who had a separate set of English courses.

The course focused on an integration of the four skills: listening, speaking, reading and writing through the content of four theme-based units (i.e. What’s the story? Technology, Make an impact, and Believe it or not). The learners were expected to use these skills to acquire, compare, analyze, and synthesize different sources of information and to be able to present the information both orally and in writing. However, the summative assessment (70% of the course grade) was based primarily on reading and writing skills. That is, in both midterm and final examinations, the learners were tested reading and writing skills such as understanding vocabulary in context, identifying the topic and main ideas/details and conclusion, recognizing and understanding vocabulary in context, recognizing reference, and paragraph writing. The four writing genres in correspondence with the

four themes were narrative writing, writing about advantages and disadvantages, opinion writing, and summary writing. However, the focus of writing for the midterm examination was writing about advantages and disadvantages where that for the final examination was opinion writing.

From the course syllabus, first-year undergraduate students studied the selection of four thematic units, each of which contained a variety of activities and tasks related to the theme and integrated with real-world life experience and communication. The coursebook was called “World Pass” (Upper-Intermediate) (Stempleski et al., 2006). In the textbook, the sections of writing practice usually drew attentions to the effective use of vocabulary and expressions related to the theme, aiming for students to use reasons, arguments, and examples to write in a paragraph form. Table 1 below is a summary of the 2011 Experiential English I class activities and the writing genres that were taught in class.

The focus of the present study was on the opinion paragraph-writing genre for a task used in the data gathering sessions. The decision for this specific genre was made due to a number of reasons. First, an opinion paragraph welcomed a lot of opportunities for dyads of learners to discuss and share their ideas and opinions to each other. This was well-supported by a number of researchers (e.g. Storch, 2001) as in their views, group and pair work activities tended to provide more democratic opportunities for communication. Second, since the opinion paragraph was the last genre taught in the Experiential English I course, the learners had had already been familiar with the organization of a good paragraph (i.e. a topic sentence, body, a concluding sentence) from the previously learned genres before the opinion paragraph writing was introduced to them. Third, by focusing on the opinion

paragraph, the data collection took place around the end of the course (weeks 12-16).

Table 3.1 below also shows the research phases in line with the regular teaching schedule. This was to clarify that the actual data gathering did not happen in the class time; however, the selected participants were from the class and it was necessary to form familiarity with the learners in class to gain rapport and trust.

Table 3.1

*2011 Experiential English I Course Content, Writing Genres and Research Phase*

Week	Date	Content	Writing genre	Research Phase
1	June 6-10	Course orientation		Rapport building among the teacher and learners and learners and learners (in class)
2-4	June 13- July 1	Unit 1: What's the Story?	Narrative paragraph	
5-7	July 4-22	Unit 2: Technology	Advantages and disadvantages	
8	July 23	Midterm examination		
9-11	August 1-19	Unit 4: Make an Impact	Opinion paragraph	Selection of participants
12-14	August 22- September 9	Unit 5: Believe It or Not	Summary writing	1 <sup>st</sup> data gathering session (out-of-class)
15-16	September 12-23	Course wrap-up		2 <sup>nd</sup> data gathering (out-of-class)
17	September 26	Final Examination		

This research study took place outside the regular classroom during August-September, 2011, which approached the end of the semester. The students were concerned about whether they could perform well in opinion paragraph writing in the examination. As this research study required extra time from the participants, the researcher decided to

design a writing task to be of opinion paragraph writing so that the participants could gain some benefits and some more practice from it.

Although the described setting was the physical setting of where the participants were from and the nature of the course in which they were enrolled, the data collection itself was conducted out-of-class, in a separate classroom. The data collection occurred outside the class as it was not performed as part of their formative or summative assessment of the course. The participants' interaction could be audio-recorded and video-recorded without interrupting regular lessons or occurrences in the classroom. The researcher sought a permission to use a room as a research site for two weeks for the data collection, where the volunteering participants participated in the data collection. It was essential to know the learning materials and aims.

The fact that the data collection took place around the end of the course was beneficial for three main reasons. First, the learners were less busy with extracurricular activities at that period. Second, by the end of the course the student rapport will had been strongly developed. Close relations between the teacher and the learners as well as those among the learners themselves were essential as the present study recruited participants on a voluntary basis and the teacher did not designate the pairing of the learners. Familiarity with peers was known to be an

important factor contributing to learner engagement. Although this factor was not examined in detail in this study, the study allowed learners to self-select their peers in the main study as it could affect learners' communication and task completion. Last, although the volunteering learners sacrificed extra time to participate in the data collection of this present study outside the class, in return they gained more practice on the opinion paragraph writing, which was subsequently tested on the final examination.

The following subsection discussed the sampling plan, the selection of participants, and the demographic data of each participant.

### **3.3 Participants**

As stated in the previous section, out of the 38 students in the assigned intact group, 18 students volunteered in participating in the data collection. Subsequently, they formed nine self-selected pairs. Pseudonyms were used for confidentiality for the ethical considerations. The researcher selected the interactional data of three dyads of participants. This was because in order to investigate the participants' processes of writing, which involved planning, drafting, peer reviewing, and revising, three dyads were needed to make the writing cycle complete. The selection of three dyads was executed by the researcher and another experienced EFL teacher, to ensure the trustworthiness or the pair selection. Both raters listened to the recordings of nine pairs and took some notes based on seven criteria. They are clarity and quality of voice, quality of motion pictures, level of task engagement, amount of interaction, active participation, commitment to the task completion, and time management. The inter-rater reliability obtained in the selection of the participants was 100%.

Although the writing task was done in English, the learner interaction was primarily in Thai. Hence, the participants were not chosen based on their English proficiency, but it was their voluntariness in participating in the research, for one thing. The quality of their interaction is the second most important in data gathering as the interaction had to be recorded, transcribed and translated into English. An expert in the field of education and translation aided in validating the content of the transcripts and translation.

Among the six participants, four were female and two were male. The two male participants were Mick and Chaz, who chose to pair themselves as a dyad. The other four female participants were Coco and Nell, and Kate and Jane.

The participants in this study were six first-year undergraduate students in the Department of Political Science, of the Sociology and Anthropology major. At the time of data collection, these students were enrolled in Experiential English I in the first semester of the 2011 academic year. The six participants attended the course three hours a week for 16 weeks during June-October, 2011. The researcher, who was also the instructor of the class, conducted the class for this intact group of 38 students. These six participants agreed to participate in this research study on a voluntary basis. After having received an information sheet explaining the detailed procedure of the project, they agreed to sign a consent form.

The participants were asked to work in self-selected pair to write an opinion paragraph in response to the randomly chosen IELTS writing topic “Life now is better than it was 100 years ago.” The six participants were paired into three dyads. Each dyad of participants went through four writing processes together. That means, each pair had to jointly work in planning for the draft, drafting the first draft, reviewing and

providing feedback to another pair's written paragraph, and revising own paragraph after receiving it back with comments from another pair. They were to talk while performing the task and their interaction was recorded for data analysis.

### 3.3.1 Coco (CC) and Nell (NL)

The first dyad was Coco and Nell. Coco was 19 years of age. Coco obtained the CU-TEP score of 57 out of 120. She obtained 22/30 for the listening part; 24/60 for the reading part; and 11/30 for the grammar and writing part. Her CU-TEP score could be equated with the TOEFL score of 491, which made her a moderate user of English. She had been studying English for 14 years and loved the subject very much.

When Coco was asked to evaluate her own English proficiency according to each skill, she rated herself at an upper intermediate level for grammar, reading, and writing, listening, speaking and oral presentation; and a beginner for vocabulary, and pronunciation. She always liked external reading and watching or listening to foreign media. She sometimes used English for test preparation and blogging. However, she rarely had conversations with foreigners.

As for language learning styles, Coco was not auditory learner, yet she viewed herself as a visual learner who liked to study both individually and collaboratively. She also liked to study by herself. Coco hardly planned an outline before he started writing a paragraph, and used online dictionaries and various sources of information as reference. In addition, she hardly worked on writing with others. Although she hardly planned her writing, she often edited her own work before submitting it to the teacher.

With respect to her personality, Coco was very talkative and opinionated. While she was determined and self-confident, she was also very worried. She was

also reliable, helpful and initiative. She was not detail-oriented at all, and did not like tedious tasks. Coco revealed that she hardly made outlines and drafts before writing. When she did, she often wrote on a piece of paper first and then typed the finished the written paragraph on computer. She hardly used any facilitative tools that came with the program, except the spell checker. While writing, she always paid attention to vocabulary, grammar, idea development and organization of the paragraph. However, she reported paying little or no attention to sentence styles, and multi-drafting. She did not like working in pair for English writing activities because she thought it was difficult to compromise when two people had different opinions.

Another female participant was Nell 20 years of age. Nell was paired up with Coco. She obtained the CU-TEP score of 46 out of 120. She obtained 19/30 for the listening part; 17/60 for the reading part; and 10/30 for the grammar and writing part. Her CU-TEP score could be equated with the TOEFL score of 454, which translated into that she was a moderate user of English. She had been studying English for 14 years. Nell revealed that she liked studying English.

Nell rated herself as an upper intermediate learner of English considering listening, pronunciation, and writing, but she reported herself to be a lower intermediate learner when it came to speaking, oral presentation, reading, vocabulary, and grammar. She liked watching English movies, but she hardly used English in any other activities outside the classroom.

As for language learning styles, she was a visual and auditory learner, who liked to work both independently and collaboratively. When she worked on a piece of writing, she liked to plan an outline before she started drafting. However, she rarely edited or revised her own work. She often used online dictionaries and various



online sources of information as reference. She hardly worked on writing in pair or in group.

In terms of personality, she was talkative, imaginative, determined and opinionated. She was not very self-confident, detail-oriented, nor worried about anything. She considered herself to be a reliable, helpful, calm, and compromising person. She used the word processor to write in English, but she felt more comfortable writing on paper. Nell always paid attention to organization, grammar, and idea development when she wrote; however, she paid little or no attention to vocabulary, sentence structures, mechanics, and editing. She felt indifferent toward English writing in pair. She mentioned that she did not mind working alone or in pair.

### **3.3.2 Mick (MK) and Chaz (CZ)**

The second dyad was Mick and Chaz. Mick was a 19-year-old male student. He had been studying English for 16 years. He obtained the Chulalongkorn University Test of English Proficiency (CU-TEP) score of 53 out of 120. He obtained 24/30 for the listening part; 24/60 for the reading part; and 5/30 for the grammar and writing part. His CU-TEP score could be equated with the TOEFL score of 479, which was considered that he was a moderate user of English. When Mick was asked to evaluate his own English proficiency according to each skill, he mentioned that he liked to study English and he rated himself at an upper intermediate level for vocabulary and reading; a lower intermediate level for listening, grammar, pronunciation, and writing; and a beginner for speaking and oral presentation. He sometimes used English for test preparation, external reading, blogging, conversing with foreigners, and watching films.

As for language learning styles, he viewed himself as a visual and auditory learner who liked to study both individually and collaboratively. Mick sometimes followed process writing (i.e. planning, drafting, peer-reviewing, and revising). He always used an online dictionary or that from smartphones; however, he rarely used compound or complex sentence structures when it came to writing.

With respect to his personality, Mick was not so talkative, reliable, calm, nor opinionated. He considered himself to be very detail-oriented, helpful, initiative, self-confident, and determined. Mick revealed that he often used the word processing program to type in English but never used any facilitative tools that came with the program. While writing, he always paid attention to sentence styles, vocabulary, organization of the paragraph, and mechanics. However, he reported paying little or no attention to grammar. He liked working in pair for English writing activities as he thought that he could learn new things from his peer and the writing product was usually better in quality than working alone.

The second participant who paired up with Mick was Chaz, 19 years of age as well. He obtained the CU-TEP score of 70 out of 120. He obtained 18/30 for the listening part; 33/60 for the reading part; and 19/30 for the grammar and writing part. His CU-TEP score could be equated with the TOEFL score of 535, which translated into that he was a competent user of English. He had been studying English for 11 years. Chaz revealed that he loved studying English.

When Chaz was asked to evaluate his own English proficiency according to each skill, he mentioned that he rated himself at an upper intermediate level for vocabulary, grammar, reading, and writing; a lower intermediate level for listening, and speaking; and a beginner for oral presentation and pronunciation. He always

liked external reading and watching or listening to foreign media. He sometimes used English for test preparation, and conversing with foreigners. However, he rarely wrote blogs or diaries.

As for language learning styles, he viewed himself as a visual and auditory learner who liked to study both individually and collaboratively. Chaz often planned an outline before he started writing a paragraph, and used various sources of information as reference. However, he hardly worked with others and he rarely edited his own work. He sometimes looked up unknown words in the dictionary.

With respect to his personality, Chaz was very talkative, yet he was not so opinionated. While he was very detail-oriented and determined, he was also very worried. In addition, he was also reliable, helpful and initiative. Chaz revealed that he often made outlines and drafts on paper and then typed the finished the written paragraph on computer. He hardly used any facilitative tools that came with the program, except that he sometimes used the grammar-checking tool. While writing, he always paid attention to vocabulary, organization of the paragraph, and grammar. However, he reported paying little or no attention to sentence styles, and idea development. He did not mind working in pair for English writing activities as he thought that he could learn new things from his peer and the writing could be completed with less time.

### **3.3.3 Kate (KT) and Jane (JN)**

The third dyad was Kate and Jane. Kate was a 20-year-old female participant who obtained the CU-TEP score of 46 out of 120. She obtained 18/30 for the listening part; 18/60 for the reading part; and 10/30 for the grammar and writing part. Her CU-TEP score could be equated with the TOEFL score of 454, which translated into that

she was a moderate user of English. Kate has been studying English for 15 years, and loved studying it.

Kate rated herself as having an advanced level in reading and pronunciation; an upper-intermediate level in listening, speaking, and oral presentation; and a lower-intermediate level in vocabulary, grammar, and writing. She used English outside the classroom most often when she watched or listened to foreign media. She hardly read anything in English or wrote blogs and diaries.

As for language learning styles, Kate reported herself as a visual and auditory learner. In addition, she learned by working with others. She did not learn by reading or self-studying. When it came to writing a paragraph, she sometimes followed writing processes. However, she rarely edited or revised her own writing before submitting it to the teacher.

In terms of personality, Kate was talkative, opinionated, imaginative, self-confident, and initiative. She was not so detail-oriented, serious, nor worried about anything. Kate mentioned that she often wrote drafts on a piece of paper before starting to type her work on the word processor. She did not use any facilitative tools much. In her writing, she paid attention to idea development and organization of the paragraph, but she did not focus on grammar, vocabulary, mechanics, or sentence structures. She was attentive to multi-draft writing processes; especially, she liked receiving feedback from other people. She enjoyed working on the writing with her peer because she viewed that they could share different ideas, knowledge, and perspectives. In addition, working in pair enabled her to organize her paragraph more effectively.

The last participant was Jane, 19 years of age. She obtained the CU-TEP score of 63 out of 120. She obtained 22/30 for the listening part; 26/60 for the reading part; and 15/30 for the grammar and writing part. Her CU-TEP score could be equated with the TOEFL score of 512, which translated into that she was a competent user of English. She had been studying English for 14 years. She liked English and rated herself as an upper-intermediate level in listening, speaking, reading, and pronunciation; a lower-intermediate level in oral presentation, writing, vocabulary; and a beginning level in grammar. She used English most often when she communicated with foreigners and she sometimes used it when she watched or listened to foreign media and did the external reading. She rarely read for pleasure and never wrote blogs or diaries in English.

As for her learning styles, Jane was a visual and auditory learner who often learned by herself and learned by doing. She did not learn by working in group or in pair. Jane often planned an outline before she started writing a paragraph, asked others to help, used online dictionaries as reference, and edited her work before submission. She never used various sources of information when she worked on writing. She rarely used a variety of sentence structures when she wrote.

With respect to personality, Jane was talkative, initiative, imaginative, determined, and outgoing. She was also easily discouraged, serious, and worried about the outcome of her work. She did not like to express her opinions much. When she wrote a paragraph, she often planned an outline on paper before typing it on the word processor, whereby she also used spelling and grammar checking often. Jane often paid attention to idea development, mechanics, and multi-draft processes, especially, peer-reviewing. She revealed that she liked working in pair on

writing activities, yet she did not like multi-draft writing. In her opinion, writing in pair greatly made her and her peer gain more insights; thus, the writing was usually better in quality as well.

In summary, considering each dyad, the more proficient participants were Chaz, Coco, and Jane while the less proficient ones were Mick, Nell, and Kate. They were not informed about their language proficiency; thus, when they were writing an opinion paragraph in pair, they worked together collaboratively.

The following subsection discusses the research method and research design adopted in the present study.

### **3.4 Research Design: Case Study**

A case study methodology has become increasingly practiced in the fields of research that investigate complex phenomena in depth rather than in breadth (e.g. Duff, 2008; van Lier, 2006). Its focus is on a small number of research participants, some of which cases involve only one participant (Duff, 2008). According to Hood (2009), 'the qualitative researcher is interested in rich, real, and uniquely human material. Case studies are popular among qualitative researchers precisely because it provides a framework for analysis of such material' cited in Heigham and Croker (2009).

In SLA research, for example, early case studies have shaped the investigators' theoretical orientations in the field. The well-known exemplars of case study are Schumann's (1978) study of Alberto, a Puerto Rican man learning English as a second language in the US, Schmidt's (1983) study of Wes, a Japanese man learning English in Hawaii, and Schmidt and Frota's (1968) first-person diary study of Schmidt himself as a learner of Portuguese (van Lier, 2006).

The present research is central on writing and learning process; thus, quantification was not considered useful because numbers could not assist the researcher in seeing the participants' learning through social interaction. Without numbers and statistics, qualitative studies can be conducted by detailed and thorough data collection of multiple sources of data such as in-depth observation, interviews, audio-visual materials and other documents (Creswell, 2007).

One reason for choosing a case study based on the research questions was its emphasis on oral interaction as a unit of analysis, which could be analyzed through linguistic analysis. Case studies were of great advantages in a sense that they resulted in great detail of understanding individual's changes or processes of particular activities in a certain naturalistic context over time (van Lier, 2006).

Research design is how research is conceptualized. It can be defined as "the logic and coherence of your research study—the components of your research and the ways in which these relate to one another" (Maxwell, 2005 cited in Duff, 2008). Several research designs are applicable for case studies. To select a research design, it is essential to consider what kinds of knowledge may be beneficial to the study as different research paradigms means different sources of data and methods to analyze the data. Freeman (2009) gives a clear illustration of the qualitative research cycle or research process that it is cyclical in that although researchers often start the process with formulating a question or a set of questions before collecting data and analyzing it, findings or claims that arise from it can bring about more research questions.

According to P. Gibbons (2002), 'research which seeks to address language in its situational and cultural context is best served by a qualitative approach which

allows language communication to be viewed not only as a mental individualistic process, but also as something embedded in the sociocultural context in which it occurs.’

Therefore, understanding learners’ ways of scaffolding each other during collaborative writing relies primarily on the discourse manifest within an interaction dynamic; a qualitative design is selected to provide relevant and fruitful results. This section therefore includes discussions of a qualitative research paradigm and a case study research strategy.

As cited in Golafshani (2003), qualitative research, according to Strauss and Corbin (1990), was broadly defined as any type of research of which findings not arrived at by means of statistical measures or other methods of quantification. Patton (2001) concurred with Strauss and Corbin (1990: 39) that qualitative research rather produced findings arrived from real-world settings where the “phenomenon of interest unfold naturally.”

The present study adopted a case study methodology. In this study, sources of data are audio-, video- recordings, observation, and interviews. The utilization of a variety of sources to cross-reference one another is called data triangulation. Multiple methods of data collection were undertaken to elucidate the research questions. All of the triangulated techniques employed in this study was an attempt to map out more fully the richness and complexity of learners’ behaviors by investigating them from more than just one standpoint.

### **3.5 Research Instruments**

To conduct the data collection outside the classroom, the researcher obtained the learners’ permission to video- and audio-record their interaction, to



observe their mutually carrying out of the writing task, and to record their interviews.

During the second half of the first semester of the 2011 academic year, a two-session data collection phase took place at the abovementioned research site. It was suggested that to ensure credibility of the study, the researcher should use the triangulation technique as it helped in adding depth to the analysis and it could potentially increase the validity of the study. Triangulation prevented the researcher from relying solely on initial impressions; it helped correct for observer biases. If the researcher could examine their data from at least two points of view, they would maximize the possibility of getting credible findings by cross-validating those findings (Brown and Rodgers, 2002).

In relation to a qualitative paradigm used to investigate the phenomena in this study, the selection of research tools for collecting sources of data in this study was based on the belief that the gathered information could bring the answers the research questions. To gain insightful information about learner-learner interaction, the study was designed to gather various sources of data such as dyadic interaction during collaborative writing, interviews, questionnaire, and observations. The collected data could be cross validated to ensure validity and reliability of the study. Table 3.2 below illustrates sources and forms of the data, methods for collecting the data, and realization derived from the data.

Research instruments and data collection tools are evaluated, revised, tried out during the preliminary study, pilot study, and refined before their implementation during the main study. To ensure the credibility of this study, experts' content validity, inter-rater reliability, inter-transcriber reliability, inter-translator reliability, and inter-coder reliability were conducted.

Table 3.2

*Source of Data, Data Collection Method, Form of Data, and Enactment from Data*

Source of data	Data collection method	Form of data	Enactment from data
Dyadic interaction during collaborative writing	Video- and audio-recording	Dyadic interaction transcripts (both linguistics and non-linguistics data, along well the analytic description of learning context)	-Learners' scaffolding patterns -Learners' collaborative writing strategies -Learner attitudes toward collaborative writing
Semi-structured interviews	Video- and audio-recording	Interview transcripts	-Learners' collaborative writing strategies -Learner attitudes toward collaborative writing
Source of data	Data collection method	Form of data	Enactment from data
Participant observation	Observation via TeamViewer program	Observation field notes	-Learners' collaborative writing strategies -Learner attitudes toward collaborative writing
Questionnaire	Questionnaire via Google Drive	Questionnaire responses	-Learners' collaborative writing strategies -Learner attitudes toward collaborative writing

The following subsections are more detailed discussion of each method for data gathering in this study. The methods used were audio-recording, video-recording, semi-structured interviews, participant observation, and questionnaire of

learners' profile, learning styles, and attitudes toward English writing.

### **3.5.1 Observation via TeamViewer**

The observation was used to examine the participants during collaborative writing at the research site in order to obtain data on what strategies the participants used while they were interacting in order to complete a multi-draft opinion paragraph writing in pair. This data-collection method was employed to support the trustworthiness of and to cross-validate the data derived from other instruments (interviews, questionnaire, and transcripts of dyadic interaction), so as to obtain a deeper understanding of what was being observed (Allwright, 1988).

The participant observation was conducted using the software called TeamViewer for remote support and remote access. The program enabled me to connect my computer in another room to the participants' computer in the research site via the Internet access. TeamViewer came into play due to its increasing use among computer programmers and technicians, who can remotely access to another computer and try to fix a problem. Therefore, this program provides monitoring system for every activity on computer such as web activities, desktop activities, keystrokes, microphone sounds, emails, and chats. This type of programs is also useful for parents to monitor their children's computer activities, for employers to track employees' working, and for police to track criminals' wrongdoings.

There are actually a number of key tracking programs in the market, but the TeamViewer is the only program that is available free of charge for non-commercial use. The program enabled the researcher to monitor the participants' working in pair from another setting. The computer screen and the participants' facial expressions could be monitored. Their conversation was clearly heard. The program also

recorded each session into a .tvs file, which could be played back via the TeamViewer program. What the researcher could view on my computer screen was a few different windows: 1) a window showing the real-time multimedia (sound and motion pictures) of the participants' facial expressions; 2) a window displaying the participants' screen navigation of their opinion paragraph being typed and other things they did on their computer; 3) a window of a chat box for which the participants could use to communicate with the researcher as their teacher.

As part of the qualitative data collection process the researcher's observations were written as time-based field notes by hand to include who was talking, how the participants behaved and reacted to each other, their facial expressions and gestures, observable writing behaviors, and their direct quotes. The use of writing strategies could be observed through the TeamViewer program in real time. This could avoid suspect self-reported data and provide a more valid understanding of these writing behaviors. Learners were sometimes not aware of their use of strategies; thus, when they reported it in the questionnaire, their responses needed to be cross-validated by another source of information. The participant observation field notes could do this job. One of the research questions asked about observable writing behaviors; hence, getting firsthand answers to the question by participant observation, which put the researcher in direct contact with the phenomena of interest in a way unrivaled by other techniques.

### **3.5.2 Audio-Recording**

The next instrument was audio-recording used as a primary research instrument since the interactional data came from the learner-learner interaction during their collaborative process writing. The use of audio-recording captured their

scaffolding, which could be extracted and explored from the talk. At the research site, a voice recorder was placed on the table at which the participants sat side by side in front of a notebook computer. The data obtained from this method were transcribed for each stage of writing. The transcripts were used for data analysis and interpretation. Despite an argument that this technique could intrude learners' performance when they knew that they were being recorded and observed; it is noticeable that it has been used extensively in studying student interaction due to its provision of insightful and detailed turn-by-turn conversations.

### **3.5.3 Video-Recording**

The collaborative sessions were also video-recorded. A tripod with the video camera was placed to a side of the research site for non-intrusiveness. The use of the video information was to precisely identify the participants' voice, to view their behaviors, expressions, emotions and other body languages. In addition, when transcribing the interactional data from the audio-recording files and there was a case of long pauses or silence, further investigations could be made from the video data. According to Opie (2004), video-recording could bring some technical problems, but it helped make sense of non-verbal activity. In this study, the video files were greatly helpful to the inter-transcriber who had not met the participants and thus had not been familiar with their voices.

### **3.5.4 Semi-Structured Interview**

There were two semi-structured interview sessions in this study. Session one was the interview after the planning and drafting stages; 11:50 minutes. Session two was the interview after the peer-reviewing and editing stages; 26:03 minutes.

Interview questions were open-ended and regarded how the learners felt about

collaborative writing tasks and pair work. The interview results helped the researcher in exploring their attitudes toward the pair working writing. The participants' attitudes obtained from the interviews were transcribed in Thai and then translated into English. Thai was used during the interviews in order to allow the participants to express their perceptions and avoid any English speaking ability constraints.

To increase the content validity of the interview questions, the experts' validation was applied. In addition, the learners' perceptions toward collaborative writing could be cross-validated with the questionnaire's responses. By triangulating the data from two different sources provided more insightful interpretation and reliable information.

### **3.5.5 Questionnaire**

A questionnaire was developed to elicit some information from the participants with respect to their profile, learning styles, attitudes toward English writing in general and English writing for this research. The questionnaire was created and conducted on a free online word processor called Google Drive, the current version of Google Docs. Godwin-Jones (2008) suggested that Google Drive was probably the most widely used online text-editing tool. The questionnaire was sent electronically to each of the participants after the data collection periods. They could reflect on their attitudes individually; thus, honest responses were expected. Due to Google Drive's features of being a synchronous communication tool, more than one person could work, make changes, or respond on the same document simultaneously. In addition, the responses were saved and submitted back to the researcher in real time.

To ensure its content validity, three experts in the field of English, Applied Linguistics, Language Education, or related fields validated whether each component

of the questionnaire was appropriate and relevant. Their comments and suggestions were used for a final revision. The result of content validity was very high showing a correlation value at 0.96. As the purpose of this questionnaire was to gain information to be used as a complement and triangulating data of the interview data for the discussion and conclusion part of the study, the experts mostly edited the appropriateness of the wording and phrasing of the text instead of its core contents. Only some components were eliminated, as they were irrelevant to the purpose of the study, such as the Experiential English I final grade.

The questionnaire consists of nine parts as follows:

Part 1: General personal and academic information

Part 2: Personality profile

Part 3: Working and language learning styles

Part 4: Self-assessment

Part 5: Learning styles in English

Part 6: English writing behaviors

Part 7: Writing with the computer

Part 8: Learners' attitudes toward writing in English

Part 9: Additional comments

The questionnaire was developed using the Google Docs online word processor for convenience and practicality. The participants were sent a link to the questionnaire to their electronic mail inbox a week after the data collection had finished. They then completed the questionnaire individually. Their responses were saved electronically and automatically. A summary of results could be viewed immediately after the

participants completed the questionnaire.

### **3.6 Research Procedure**

#### **3.6.1 Learning for the Pilot Studies**

The present study was data-driven, and the dyadic interaction transcripts acted as a key research instrument. Thus, rather than to validate research instruments, the pilot studies took place aiming to ensure that the selected data gathering methods and the research procedures were of practicality and feasibility. There were a total of three pilot studies in 2009 and 2010. The learning from these studies contributed to adjustments and revisions of research steps and decisions to be used in the main study in 2011. Due to space limitation of the dissertation, detailed steps to the pilot studies were kept at a minimum. Thus, the key discussion was on what had been learned and how research decisions were adjusted to be more suitable and practical. The pilot studies were conducted to try out data collection techniques and procedure.

The learning from the pilot study 1 was that it was impractical to have four students work on a collaborative writing task on the word-processing platform in front of one computer. There was not much interaction among the participants. The number of participants in the following pilot study aimed at a dyad of learners.

The learning from the pilot study 2 was that even though a key-tracking program could trace every computer keystroke that the participants pressed on the computer keyboard and recorded every website they visited, the information of learners' facial expressions and body languages was not observable through the program. Despite having only two participants working together this time, there was



still not much interaction. The researcher paired the learners up. They did not know each other before. In the following pilot study, I then planned to have a self-selected pair.

The learning from the pilot study 3 was that the use of audio- and video-recording techniques was effective. The self-selected pairing was a solution to shyness and silence while working in pair. The researcher also changed the previously used key-tracking program to another program called TeamViewer. It was used in this pilot study so that the researcher did not have to be present in the research setting for field notes taking. The program allowed for the observation of the learners' physical behaviors, facial expressions and writing behaviors on the computer screen in real-time.

Table 3.3

*Adjusted Plans for the Data Collection of the Main Study in 2011*

Problems in the pilot studies	Adjusted plans for the main study
<ol style="list-style-type: none"> <li>1. There was a lack of interaction among two participants because the researcher was present in the research site. The researcher was not the teacher.</li> <li>2. The use of the audio- and video-recording tools in the research site was very intrusive.</li> <li>3. The participants did not know each other before; thus, they did not interact much during their collaborative writing.</li> </ol>	<ol style="list-style-type: none"> <li>1. The researcher built rapport and trust between herself and the prospective participants before the main study. The researcher was also the teacher of the participants.</li> <li>2. The researcher used remote access computer program for participant observation. Thus, the researcher was not present in the research site.</li> <li>3. The participants selected their own pair; thus, they felt comfortable to work together.</li> </ol>

Consequently, in the main study, the researcher pursued another role as the teacher of Experiential English I course. This allowed her to gain familiarity with the prospective participants for my main study in 2011. To capture learning moments, the use of audio- and video- recording as data gathering techniques are undeniable. From the previous pilot studies, the researcher had not met the participants before.

That may have been the reason that their interaction with her and among themselves was so minimal. Hence, in the main study, the plan for data collection was adjusted as shown in Table 3.3.

As seen in Table 3, the researcher was also the teacher of 2011 Experiential English I course, so she could become familiarized with the participants in class. To seek volunteers to participate in the main study, she informed the whole class and explained her research to all students, so they knew what to expect and what was expected of them.

### **3.6.2 Data Collection**

The data gathering periods ranged from August-September 2011. Each pair of students came for two sessions to the research setting. At the site, i.e. a room for data collection, the participants sat side by side in front of one computer, facing the white board. On the computer desk, there were a notebook computer with a mouse and a LAN (local area network) line for the Internet access, a voice recorder on the left of the computer, and three paper dictionaries on the right side of the computer. On the board, they could see the instructions for the writing task. In the room, there was also a video recorder at the back right corner of the room, approximately three feet away from them.

The participants did not express any shyness, intimidation, or uneasiness with being recorded. The recorders were switched on before the participants entered the site and functioned until the end of the sessions. During June-August 2011, the student rapport was already being built, so there was a lot of positive relation between the researcher, as their teacher, and them, as her students, was developed. This enabled the researcher, to get the participants to willingly communicate to each other, which

later led to quality interaction.

The writing task was adapted from an IELTS practice test, of which the topic is “Life now is better than 100 years ago.” The participants were to complete an opinion paragraph under this topic by following four writing stages: planning, drafting, peer reviewing, and revising. All of the writing stages were to be done on the computer. The Microsoft Word was used as a platform on which the participants are asked to perform their collaborative writing. The word-processing has been widely adopted in education. There were two main advantages to using computer as a mode of written communication in the present study. First, when the participants did their paragraph writing on the computer, the researcher was able to observe their writing behaviors and facial expressions directly yet remotely from another room via TeamViewer. Two separate sessions were recorded based on the writing stages. Pseudonyms were used for confidentiality for the ethical purposes. The first session includes planning and drafting of the opinion paragraph while the second session includes peer-reviewing and revising stages.

To elaborate, the participants made an appointment with the researcher one pair at a time. They received initial briefings on the writing task. The participants were asked to use the word processing as a writing platform as the writing could be digitally archived and subsequently used for data analysis. Moreover, the researcher used remote access software to observe the participants behaviors at the time of data collection. That is, the researcher conducted a participant observation in a non-invasive means in another room near the research site. The participants were heard, seen, and monitored via this computer program called TeamViewer.

Session 1: The first dyad planned their writing.

Session 2: The first dyad drafted the first draft. Then the researcher forwarded the written paragraph to the second dyad by electronic mail.

Session 3: The second dyad planned their writing.

Session 4: The second dyad drafted the first draft. Then the researcher forwarded the written paragraph to the third dyad by electronic mail.

Session 5: The third dyad planned their writing.

Session 6: The third dyad drafted the first draft. Then the researcher forwarded the written paragraph to the first dyad by electronic mail.

Session 7: The first dyad reviewed the writing of the third dyad and gave feedback to it. Then the researcher sent the file back to the third dyad.

Session 8: The second dyad reviewed the writing of the first dyad and gave feedback to it. Then the researcher sent the file back to the first dyad.

Session 9: The third dyad reviewed the writing of the third dyad and gave feedback to it. Then the researcher sent the file back to the second dyad.

Session 10: The first dyad revised the writing after receiving feedback.

Session 11: The second dyad revised the writing after receiving feedback.

Session 12: The third dyad revised the writing after receiving feedback.

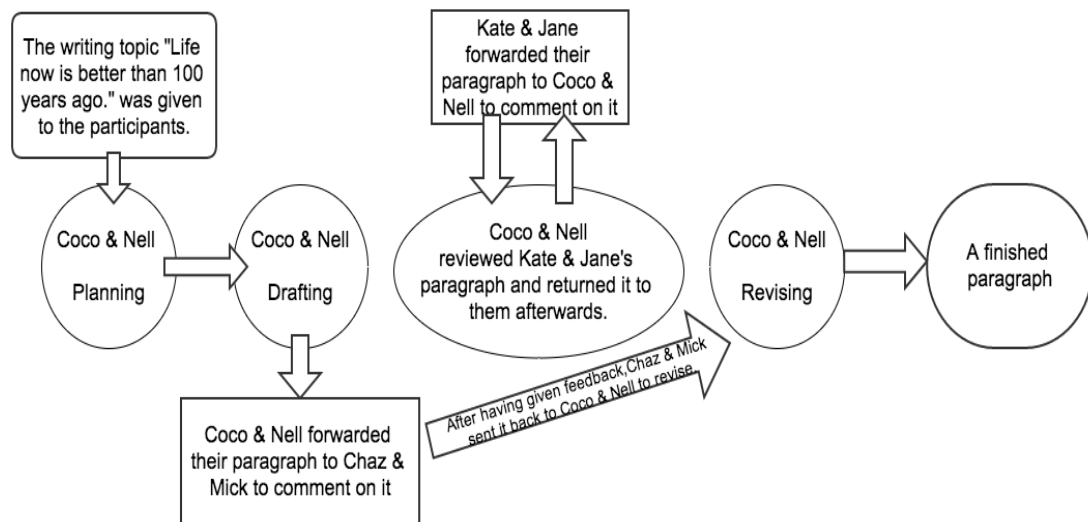


Figure 3.1 Steps of Data Collection

Figure 3.1 above demonstrates that Coco and Nell started working on planning for the opinion paragraph and started drafting their first draft. When they finished it, they forwarded it to Mick and Chaz for peer reviewing. Meanwhile, Coco and Nell received the first draft of Kate and Jane and reviewed it for them before sending it back to Kate and Jane. After Mick and Chaz finished commenting on Coco and Nell's draft, they sent it back to them. Next, Coco and Nell revised their draft according to the comments from Mick and Chaz and they finished their final draft. At the same time, Kate and Jane revised their draft according to Coco and Nell's comments as well. After each pair finished working on the opinion paragraph, a semi-structured interview was carried out.

### 3.7 Data Analysis

The transcription process began immediately after the data collection was completed. At the initial stage, the audio files were used for transcribing the interactional data. The video files were subsequently used for transcribing the second round; this was to add non-verbal behaviors into the transcripts. After listening to the

audio files and the watching video files, both verbal and nonverbal interactions were transcribed. The body languages and facial expressions seen in the video files construe the learners' affective strategies or behaviors as well as attitudes toward the writing activity.

It may be possible in some studies to construct coding categories prior to data review, but more commonly the specific categories emerged from the data. The researcher searched for patterns of thinking or behavior, words or phrases, and events that appear with regularity or for some reason appear noteworthy. The words describing such phenomena became the coding categories (Wiersma and Jurs, 2009).

After all audio-recorded talks and interviews of the three dyads of participants were transcribed, they were translated into English. The transcripts were reviewed by another transcriber and translator for content validity.

The first decision to make in the data analysis process was how to transcribe the interaction and interview data. In SLA research, there are many different transcription conventions. The choice of which convention to use is dependent on the theoretical framework each study adopts. The present study was framed in sociocultural theory and cognitive approaches to SLA; therefore, the transcription system adopted was no more than word level detail. This contrasted conversation-analytic transcripts (e.g. Markee, 2005), which included fine-grained details such as phonetic representations, intonation, and the lengthening of a vowel.

The researcher and the research assistant were trained to use the transcription convention consistently. It was important that inter-rater reliability be calculated to ensure that both transcribers were applying the same conventions systematically and consistently (Bowles, 2010). It was essential that the research assistant understand the

language used in the interaction, i.e. both Thai and English.

As the learners' talk during collaborative writing was mainly in L1 (Thai), the interaction and interview data were transcribed mostly in Thai and subsequently translated into English in order to be representable to readers of other languages. The regular transcripts represented the use of L1 (Thai) in the participants' interaction whereas the Italics were used to mark words said in the participants' L2 (English). For instance,

COCO: comment จากเพื่อนก็ OK

COCO: *Comments* from peers are *OK* too.

To confirm the validity of the translation content, another experienced translator and language teacher aided in making revisions. A list of transcription conventions was adapted from Duff (2008) conventions.



Table 3.4

*Transcription Conventions*

<b>Transcription convention</b> (adapted from Duff, 2008)		
T	=	Teacher
CC	=	Coco
NL	=	Nell
CZ	=	Chaz
MK	=	Mick
KT	=	Kate
JN	=	Jane
[	=	Beginning of overlapping speech
]	=	End of overlapping speech
#	=	A short pause (1-3 seconds)
##	=	A long pause (3-10 seconds)
###	=	A very long pause (10-20 seconds)
XX	=	(An) unclear word(s)
((NONVERBAL))	=	Researcher's comments of the participants' physical movements, actions facial expressions, and other nonverbal communication cues such as ((LAUGHING)), ((YAWNING)) and ((READING ALOUD)).
Regular font	=	L1 (Thai) utterances translated into L2 (English)
Italicized font	=	L2 (English) utterances

Subsequently the transcripts were analyzed for language related episodes (LREs). According to M. Swain and Lapkin (1998), LRE is a part of a talk about the language. In this case, the participants were discussing how they produced an opinion paragraph, questioned and corrected themselves or others (p. 326). The interaction that was not related to language, but was about ideas or organization for paragraph writing was also included in this study. I called these interactions content-related

episodes and assigned an acronym of CREs. Some episodes were related to the organization of the paragraph, and I called them organization-related episodes (OREs). The other episodes were related to the task in terms of the task format, its level of difficulty, and the appropriateness of the assigned topic. I called these task-related episodes (TREs).

Four-stage procedure for qualitative data analysis (Bryman, 2008) was adopted in the current study. They are as follows:

- 1) Reading the text as a whole — Stage 1 includes making notes at the end, looking for major themes, usual and unusual events or issues, and grouping cases into types or categories.
- 2) Re-reading the text — Stage 2 consists of marking the text, labeling codes, highlighting keywords, and noting any initial analyses as marginal notes.
- 3) Coding the text — Stage 3 involves marking the text systematically, indicating themes for each chunk of text, indexing them, reviewing the codes, eliminating repetition and/or combining similar codes, and grouping the codes. This process was completed with the inter-coder reliability. Overlapped codes were discussed so that the inter-coder and the researcher could agree on the same coding schemes.
- 4) Relating general theoretical ideas to the text — Stage 4 includes applying codes to the whole data, adding data interpretation, making list of codes with definitions, arranging the codes in a hierarchy, making interconnections between codes, and relating the coding schemes to the research questions and literature. This process was also done together with the inter-coder.

The current study also adopted three stages of coding qualitative data by Strauss and Corbin (1990): open coding, axial coding, and selective coding. First, the researcher performed open coding, which was a step for examining the collected data, developing salient categories, and applying codes to the entire set of data. In this initial step, open coding was done by reading the transcripts many times to find recurring patterns. This was done without using any qualitative data-analyzing tool yet. The researcher looked for instances that represented the category until the information did not provide further insight into the category. This enabled the researcher to know when to stop coding due to the categorical and theoretical saturation. The inter-coder reliability was applied in this study, to increase reliability of the data analysis and interpretation.

Subsequently, a variety of themes emerged from the data. The researcher had compared and discussed her categorical themes with those of the inter-coder before making adjustments to the title and definition of each code. With a large set of data in this study, the researcher selected a random chunk of the dyadic interaction transcript of each writing stages. That is, the random selection was from the beginning, middle, and end of the talk in the planning, drafting, peer-reviewing, and editing stages. Although this process was done with a randomly-selected set of data, it was hoped that it would cover most of the emerged themes.

Next, the researcher performed axial coding, which was a step for exploring relationships and making connections between the categories. The researcher created a coding paradigm or theoretical model that visually displayed the interrelationships of these sets of axial coding.

Finally, the researcher performed selective coding, which was a step for building a theme that connected the categories and produced a discursive set of theoretical propositions, which became core categories.

To develop categories and subcategories, the qualitative data analyzing software called HyperResearch was used for the coding process in this study. The use of this computer software helped qualitative data analysis to be more systematic and consistent.

The qualitative data were transcribed, coded, and categorized by the researcher and another experienced tertiary-level English instructor.

#### **Research Question 1:**

*What are scaffolding patterns used in dyadic interaction during collaborative multiple-draft opinion paragraph writing with the computer?*

Answers to Research Question 1 came from the analysis of the transcript of dyadic interaction of the three dyads of the participants. The interaction occurred when each dyad worked together on an opinion writing task under the topic of *“Life now is better than it was 100 years ago.”* From sociocultural perspective, language learning is believed to occur in interaction. Dyadic interaction in this study was investigated with respect to the ZPD in learners’ collaborative dialogue.

The framework that has been used to detect learning development in a number of sociocultural studies is a microgenetic study. Microgenesis is the shift towards self-regulation that occurs during the moment-by-moment unfolding of a language learning activity. Hence, the purpose of a microgenetic analysis of

collaborative activities is to understand the internalization process of foreign language knowledge by learners as their interactions unfold utterance-by-utterance (Ellis and Barkhuizen, 2005).

Steps taken to analyze mediated learning within learners' ZPD are the following:

- Step 1: selecting relevant episodes for analysis
- Step 2: determining patterns of interaction
- Step 3: determining microgenetic growth

During step 1 (selecting relevant episodes for analysis) in the present study, the audio-recorded talks in Thai were transcribed. Then the transcripts were translated into English and subsequently analyzed into episodes, which enabled me to select relevant episodes for data analysis. In this study, I classified all episodes into three categories: language related episodes (LREs), content-related episodes (CREs), organization-related episodes (OREs), and task-related episodes (TREs).

LREs occurred when the participants discussed uses of the English language in all aspects, such as uses of vocabulary, grammar, and sentence structures. CREs occurred when they discussed ideas or content of what they were writing about. The examples of this are the discussion of major supporting details and minor or specific examples. OREs occurred when they discussed the organization and outline of their paragraph, such as forming a topic sentence, main ideas, supporting details, and a concluding sentence. Finally, TREs occurred when they talked about the multi-draft writing task in any aspects, such as the task format, the level of difficulty of the task, and the process or instructions of the task.

In addition, step 2 (determining patterns of interaction) involved determining the relationships between the two participants. These did not only mean that labeling them with 'more capable peer,' 'less capable peer,' 'expert,' or 'novice.' However, it was important to know the extent to which they were engaged with the task and activity.

According to Storch (2002, 2011), the roles of interaction are collaborative interaction, dominant/dominant interaction, dominant/passive interaction and expert/novice interaction (see Chapter 2).

The final step of the microanalysis of the learners' interaction was determining microgenetic growth. During this step, I looked for evidence of mediated learning development within the learners' ZPD. That is, evidence was needed to show the shifting from other-regulation (reliance on teacher, peers, and the other outside resources) to self-resourcefulness and self-regulation in order to determine whether the learners had any development.

To conclude, emerging scaffolding patterns may vary from episode to episode, depending on the pattern of interaction between the two participants, the difficulties they experienced during the task completion, the types of assistance that were available at the time of collaborative writing. The patterns that may emerge cover other-regulated scaffolding (i.e. getting help from adult, teacher, more able peer, less able peer and equal peer); object-regulated scaffolding (i.e. getting help from both tangible and intangible tools or outside resources, such as books, traditional media, the Internet, social media, all sorts of notes, lectures, recordings, discussion and so on); self-resourcefulness (i.e. prior experience, prior knowledge and

skills, personal opinions and suggestions); and self-regulated (i.e. being able to monitor, to detect mistakes, and to plan for improving all by themselves).

**Research Question 2:**

*What writing strategies do learners use while writing a multi-draft opinion paragraph in pair?*

Three research instruments-- learners' dyadic interaction, teacher's observation field notes, and the Collaborative Writing Strategy Inventory—were used to find answers to Research Question 2.

Learners' dyadic interaction was transcribed by the researcher based on transcription convention that was adapted from Duff (2008). The results from interactional analysis and content analysis revealed categories of writing strategies for coding. These writing strategies were categorized by the researcher and an experienced tertiary-level English instructor using a card sorting technique (Nunan & Bailey, 2009). Collaborative writing strategies refer to actions and behaviors of a dyad of EFL learners while generating a mutual opinion paragraph written text.

The major categories of collaborative writing strategies that had emerged from learners' dyadic interaction transcripts included strategies used for comparing L1 and L2 writing: contrastive rhetoric strategies, metacognitive strategies, cognitive strategies, communicative strategies and social and affective strategies.

Transcripts of learners' dyadic interaction and the teacher's observation field notes were coded based on the aforementioned collaborative writing strategy categories by the researcher and an experienced tertiary-level English instructor

whose inter-rater reliability was at the level of 0.93. Frequencies of coding the collaborative writing strategies from both raters were compared. Discrepancies were discussed for consensual agreement.

The Collaborative Writing Strategy Inventory adopted Mu (2005) Taxonomy of ESL Writing Strategies, which combined four underlying theories for classifying writing strategies. They are Kaplan's (1996) contrastive rhetoric theory, Hayes and Flowers's (1981) and Grabe and Kaplan (1996) cognitive development theory used in process writing, Cohen's (1998) communication theory, and Cazden (1998) and Dixon-Krauss' (1996) social constructionism. The inventory was analyzed for the mean scores. Items of which scores were between 1.00-2.00 were classified as infrequent, 2.01-3.00 as moderate, and 3.01-4.00 as frequent.

The results obtained from the qualitative approach and the Inventory was triangulated.

### **Research Question 3:**

*What are their attitudes toward collaborative multiple-draft opinion paragraph writing?*

The semi-structured interview was used as a research instrument to answer Research Question 3. The interview consisted of five questions eliciting attitudes towards collaborative process-oriented writing, and one question for eliciting learners' opinions on writing on the computer, and the other question for eliciting which problems the learners have when they write in English.



The interview was administered and audio-recorded immediately after the end of the collaborative writing task, so that the learners still had good memories of what they had done in the pair work. The data were transcribed, translated, and categorized by the researcher.

Trustworthiness of the results or findings came from the researcher's open-mindedness and avoidance of preconceptions or predetermined categories of some sorts. Data should interpret with regard to what and how participants said or did, instead of misconceived interpretation of the researcher. The voice of the participants should be maintained. Member check was performed to ensure trustworthiness of research procedure.

The methodological triangulation demonstrated to some extent the concurrent validity of this qualitative research because one method yielded the same result as the use of other methods or instruments. The research design and the procedures in undertaking this investigation could considerably demonstrate the reliability of this qualitative research, i.e. the possibility of replication.

In conclusion, triangulation is most commonly used technique to ensure the validity since it helps in adding depth to the analysis and it can potentially increase the validity of the study. Triangulation prevented the researcher from relying solely on initial impressions; it helped correct for observer biases. If the researcher examined their data from at least two points of view, she would maximize the possibility of getting credible findings by cross-validating those findings (Brown & Rodgers, 2002 cited in Thepsiri, 2007).

### 3.8 Ethical Considerations

In August 2011, the researcher explained the present study and distributed the Information Sheet for Research Participants and Research Consent Form to her class of 38 students. Twenty-two students volunteered to participate in the research. They subsequently formed 11 self-selected pairs of participants and arranged meeting time for the out-of-class data collection with the researcher. In addition, all the participants had to agree on meeting outside of class time. Four volunteers dropped out of the research due to a conflict in their schedules. However, the attrition did not affect the research procedure in any manner as this qualitative case study did not aim for specific characteristics of participants and no prior statement of hypotheses had been set. As Hall (2005) stated, “it is qualitative in that it is typically exploratory, seeking patterns and themes which emerge, rather than seeking to test precise a priori hypotheses” (p. 201).

The remaining nine pairs of participants came for both of the two scheduled data gathering sessions and remained their participation until the end of the data collection. The permission to use the room as a research site for data collection for this study was given by the director of English as an international language graduate program.

Three dyads of participants were chosen for data analysis and interpretation according to the fact that in some of the nine dyads' interaction, there were some unexpected occurrences such as incomprehensible data, insufficiency of dyadic interaction, technical problems in recording, and task unfocusedness.

The step of screening and seeking volunteers helped exclude those who were not comfortable with being recorded or with writing in pair.

### 3.9 Chapter Summary

This section summarizes the research methods and procedures in this study. The research took place at a public university, Chulalongkorn University, in Bangkok, Thailand. The study used convenience-sampling method, whereby the participants were three dyads of first-year undergraduate students who volunteered in participating in the research. The research method and strategy used was a case study method and qualitative data analysis in order to investigate the learners' scaffolding, writing strategies, and attitudes toward collaborative writing.

The three pairs of students were to work together in opinion paragraph writing by having to undergo four stages of writing process using the word processing as a writing platform. They were planning an outline, drafting a first draft, reviewing their peers' paragraph, i.e. another pair's paragraph, and revising their own paragraph based on the peers' comments. During the collaborative writing, their talks were audio-recorded. Their working together to form a jointly written paragraph was also video-recorded and observed via the remote access software called TeamViewer. There were semi-structured interviews after the writing sessions to find out their attitudes toward collaborative writing.

The interactional data were transcribed, translated into English, and divided into episodes based on language-related episodes (LREs), content-related episodes (CREs), organization-related episodes (OREs) and task-related episodes (TREs). The research tool used in this qualitative study was HyperResearch.

To answer the research question 1: What are scaffolding patterns used in dyadic interaction during collaborative multiple-draft opinion paragraph writing with the computer?, within each episode, different scaffolding patterns based on the SCT's

constructs in Chapter 2 were discussed. The dyadic interactional data was analyzed according to speech functions of the talk in order for the data to be coded with respect to scaffolding patterns. All utterances were transcribed, translated, coded into different themes and categories to reveal how each participant offered help to the other and how each participant sought and received help during their collaborative writing.

To answer the research question 2: How does the dyadic interaction affect learners' use of writing strategies with the computer?, the interaction transcripts and the observation field notes were used for data coding, focusing on writing strategies applied by each dyad in each stage of writing process. The dyadic interactional data was analyzed based on their use of writing strategies in order for the data to be coded in terms of collaborative writing strategies used during each of the writing steps. The coding schemes were classified according to the previous review of literature (e.g. Mu and Carrington, 2007; Riazi, 1997; Wenden, 1991) as well as unprecedentedly emerging themes from the data. Collaborative writing strategies refer to actions and behaviors of a dyad of EFL learners while generating a mutual opinion paragraph written text.

To answer the research question 3: What are their attitudes toward collaborative multiple-draft opinion paragraph writing?, the semi-structured interview transcripts were used, cross-referenced by the responses from the questionnaire items. Learner attitudes toward each writing stage were realized, together with some perspectives on collaborative writing activities. The content of the interactional data from the semi-structured interview between the participants and the researcher was transcribed, translated, and analyzed according to emerging themes related to the

participants' attitude toward collaborative writing. The two main themes for this were positive attitudes and negative ones. The content analysis of the interactional data may suggest new themes that differed from the previous research.

The following chapter discusses the findings of this study. First, multidimensional scaffolding that emerged from the learners' interaction during their mutual writing. Then collaborative writing strategies found in each stage of writing are reported. And finally, learners' attitudes toward collaborative writing are elaborated.



## CHAPTER 4

### RESULTS

#### 4.1 Introduction

This chapter presents the results of the present study regarding multidimensional scaffolding in dyadic interaction during collaborative paragraph writing, writing strategies used in collaborative writing, and learners' attitudes towards collaborative writing. The chapter consists of three subsections, each of which regards each of the three research questions. To present the results of the study, the research questions should be restated. They are as follows:

Research Question 1: What are scaffolding patterns used in dyadic interaction during collaborative multiple-draft opinion paragraph writing with the computer?

Research Question 2: What writing strategies do learners use while writing a multi-draft opinion paragraph in pair on the computer?

Research Question 3: What are their attitudes toward collaborative multiple-draft opinion paragraph writing?

The followings are three subsections of results in this chapter.

#### 4.2 The Microanalysis of Scaffolding Patterns that Emerged in Dyadic Interaction

This subsection of the findings relates to the first research question, which called for the scaffolding patterns that emerged in dyadic interaction during each of the three pairs of participants collaboratively wrote a multiple-draft opinion paragraph on the computer. The interaction occurred when each dyad worked together on an opinion paragraph writing task under an IELTS writing topic of *“Life now is better than it was 100 years ago.”*

Qualitative results were obtained from the analysis of the transcript of dyadic interaction of the three dyads of the participants:

- Dyad 1 (Coco and Nell) performing all writing stages: planning, drafting peer-reviewing, and revising
- Dyad 2 (Chaz and Mick) performing only the peer-reviewing stage
- Dyad 3 (Kate and Jane) performing only the revising stage

As reviewed in chapter two, according to sociocultural perspectives, language learning is believed to occur in interaction. Dyadic interaction in this study was therefore investigated with respect to the language learning that emerged in the learners' collaborative dialogue.

This subsection answers the research question 1 “What are scaffolding patterns used in dyadic interaction during collaborative multiple-draft opinion paragraph writing with the computer?”

The findings that relate to the first research question are scaffolding patterns that emerged in dyadic interaction while each of the three dyads of participants, sitting side by side, were collaboratively writing a multiple-draft opinion paragraph, using the same computer and Microsoft Word as the writing platform.

The opinion paragraph writing task was on the topic of “Life now is better than it was 100 years ago,” which was adopted from an IELTS writing topic. To make the transcripts analyzable, the interactional data were divided into different episodes based on four areas of activities that are language-related episodes (LRE), content-related episodes (CRE), organization-related episodes (ORE), and task-related (TRE). The full interactional data transcripts are provided in the appendix N.

The TRE relates to the writing task and the topic. The CRE means that it discusses the content and ideas about the writing. The ORE refers to the one about the organization of the task; namely, an introductory sentence, a topic sentence, main reasons, supporting sentences, and a concluding sentence. Lastly, the LRE concerns language in terms of vocabulary, grammar, mechanics, and other usages.

The answers of the research question 1 are organized based on each writing stage performed by each dyad. To simply put, the results show all of the above information for the following stages of writing.

- 1) Dyad 1’s (Coco and Nell) Planning Stage
- 2) Dyad 1’s (Coco and Nell) Drafting Stage
- 3) Dyad 1’s (Coco and Nell) Peer-reviewing Stage
- 4) Dyad 1’s (Coco and Nell) Revising Stage
- 5) Dyad 2’s (Chaz and Mick) Peer-reviewing Stage
- 6) Dyad 3’s (Kate and Jane) Revising Stage



For each stage, the results include the following.

- 1) The table of summary of the overall occurrences during the stage (i.e. episode number, type of episode, name of episode, turn, role of interaction, and emerging scaffolding patterns)
- 2) Frequency of each type of episode (TREs, CREs, OREs, and LREs)
- 3) The roles of interaction found during the stage (collaborative, dominant/dominant/ dominant/passive, and expert/novice)
- 4) Frequency of each role of interaction
- 5) For each role of interaction found in the stage, an excerpt is provided to give clearer pictures and explanations to support the data analysis
- 6) The emerging scaffolding patterns during the stage (other-regulated scaffolding, object-regulated scaffolding, self-resourcefulness, self-regulated scaffolding)
- 7) Frequency of each emerging scaffolding patterns
- 8) For each pattern of scaffolding found in the stage, an excerpt is are provided to give clearer pictures and explanations to support the data analysis
- 9) Written products and other pieces of evidence of the task completion during the stage

#### 4.2.1 Dyad 1's (Coco and Nell) Emerging Scaffolding Patterns During Stage I (Planning)

During the planning stage, there are a total of 39 episodes of interaction.

Table 4.1 shows the summary of the findings in this stage. The summary consists of episode number, type of episode, name of activity, turn number, role of interaction and emerging scaffolding patterns.

Table 4.1

*Summary of the Findings in the Planning Stage (Stage I) Of Dyad 1*

Episode	Type of episode	Activity	Turn	Role of interaction	Scaffolding patterns
1	TRE	Initiating the writing task	1-6	Collaborative	Self-resourcefulness (opinion)
2	TRE	Interpreting the topic	7-10	Dominant/ Dominant	Self-resourcefulness (opinion)
3	TRE	Re-interpreting the topic	11-16	Collaborative	Self-resourcefulness (opinion)
4	TRE	Negotiating the argument	17-20	Dominant/ Dominant	Self-resourcefulness (opinion)
5	TRE	Re-negotiating the argument	21-25	Dominant/ Dominant	Self-resourcefulness (opinion) Self-resourcefulness (prior knowledge)
6	CRE	Listing to agree with the topic	26-34	Expert/Novice	Self-resourcefulness (opinion) Self-resourcefulness

					(prior knowledge)
7	TRE	Changing the opinion	35-38	Expert/Novice	Other-regulated (peer) Self-resourcefulness (opinion)
8	CRE/ TRE	Arguing about the opinion	39-45	Collaborative	Other-regulated (peer) Self-resourcefulness (opinion) Self-resourcefulness (prior knowledge)
9	TRE	Settling the argument to agree with the topic	46-50	Collaborative	Self-regulated
10	ORE	Forming the introductory sentence and a topic sentence	51-60	Expert/Novice	Self-resourcefulness (opinion) Self-resourcefulness (prior knowledge)
11	CRE/ ORE	Giving the first reason	61-68	Collaborative	Other-regulated (peer) Object-regulated (notes) Self-resourcefulness (opinion) Self-resourcefulness (prior knowledge)
12	ORE	Finding supporting examples	69-76	Collaborative	Other-regulated (peer) Self-resourcefulness

					(opinion) Self-regulated
13	TRE	Expressing difficulties	77-82	Collaborative	Other-regulated (peer) Object-regulated (notes)
14	CRE	Constructing a sentence showing specific examples	83-87	Collaborative	Other-regulated (peer) Object-regulated (prior discussion) Self-resourcefulness (opinion)
15	LRE	Checking the use of 'communication'	88-99	Collaborative	Other-regulated (peer) Object-regulated (paper dictionary)
16	TRE	Trying to come back to the point	100-103	Collaborative	Other-regulated (peer) Object-regulated (paper dictionary)
17	CRE	Continuing gathering more ideas for supporting examples	104-112	Expert/Novice	Other-regulated (peer) Self-resourcefulness (prior knowledge)
18	CRE	Restating the first reason and supporting	113-118	Collaborative	Object-regulated (prior discussion) Self-resourcefulness (opinion)

		example			Self-resourcefulness (prior knowledge)
19	CRE	Discussing the supporting example	119- 126	Dominant/ Dominant	Object-regulated (notes) Self-resourcefulness (opinion) Self-resourcefulness (prior knowledge)
20	CRE	Discussing transportati on	127- 135	Collaborative	Self-resourcefulness (opinion) Self-resourcefulness (prior knowledge)
21	CRE	Expressing frustration	136- 144	Collaborative	Object-regulated (notes) Self-resourcefulness (prior knowledge) self-regulated
22	CRE	Giving the second reason	145- 149	Collaborative	Object-regulated (notes) Self-resourcefulness (prior knowledge)
23	LRE	Consulting online sources for the word 'medical'	150- 156	Collaborative	Other-regulated (peer) Object-regulated (paper dictionary) Object-regulated (Internet)
24	LRE	Looking for the appropriate word choice	157- 166	Collaborative	Object-regulated (Internet) Self-resourcefulness (opinion)

		'medical science'			
25	CRE	Elaborating on 'medical science'	167-173	Collaborative	Self-resourcefulness (prior knowledge) self-regulated
26	CRE	Discussing benefits of 'medical science'	174-177	Collaborative	Other-regulated (peer) Self-resourcefulness (opinion) self-regulated
27	CRE	Reading about the second reason from online sources	178-186	Collaborative	Other-regulated (peer) Object-regulated (Internet) Self-resourcefulness (opinion)
28	CRE	Constructing the sentence for the 1 <sup>st</sup> major reason	187-191	Collaborative	Self-resourcefulness (opinion) Self-resourcefulness (prior knowledge)
29	CRE	Finding a supporting example of the second reason	192-196	Collaborative	Object-regulated (Internet) Self-resourcefulness (prior knowledge)
30	CRE	Finding research to support the point	197-199	Collaborative	Object-regulated (Internet) Self-resourcefulness (opinion)

					Self-resourcefulness (prior knowledge) self-regulated
31	LRE	Searching for a specific term	200- 204	Collaborative	Other-regulated (peer) Object-regulated (Internet) Self-resourcefulness (prior knowledge)
32	CRE	Discussing the supporting example	205- 207	Collaborative	Object-regulated (Internet) Self-resourcefulness (prior knowledge) self-regulated
33	CRE	Writing about the third reason	208- 215	Collaborative	Other-regulated (peer) Self-resourcefulness (prior knowledge)
34	ORE	Rearranging the sequence of the three main reasons	216- 218	Collaborative	Self-resourcefulness (opinion)
35	CRE	Finding a supporting example for the 3rd reason	219- 222	Collaborative	Self-resourcefulness (opinion) Self-resourcefulness (prior knowledge)
36	CRE	Discussing Aung San	223- 227	Expert/ Novice	Other-regulated (peer)

		Auu Kyi			Self-resourcefulness (prior knowledge)
37	CRE	Searching online for the example	228- 231	Collaborative	Other-regulated (peer) Object-regulated (Internet)
38	CRE	Re- discussing Aung San Auu Kyi	232- 234	Expert/Novice	Self-resourcefulness (prior knowledge) self-regulated
39	ORE	Making a conclusion	235- 238	Expert/ Novice	Other-regulated (peer) Object-regulated (notes) Self-resourcefulness (prior knowledge)

During this planning stage, each of the 39 episodes was divided according to chunks of interactional data that contained the same theme. Each episode was named based on the activity that took place between Coco and Nell. To make it easier for both the researcher and the readers of this research, each episode was also assigned a category depending on its aspect of the discussion in each episode. Therefore, before beginning to reveal the finding about the emerging scaffolding patterns, it is important to know what type of activity occurred most frequently during the planning stage.

Table 4.2 shows the frequency of each type of episodes. To restate, a CRE stands for a content-related episode. An ORE refers to an organization-related



episode. An LRE refers to a language-related episode. Finally, a TRE stands for task-related episodes.

Table 4.2

*Frequency of Each Type of Episode in Planning*

Type of episode	Frequency	Percentage
CRE	22	54%
ORE	5	12%
LRE	4	10%
TRE	10	24%
Total	41	100%

During the planning stage, Coco and Nell discussed mostly the content and ideas of the topic. Thus, there are 22 CREs (54%). The ideas discussed were about whether they would agree or disagree with the writing topic ‘Life now is better than it was 100 years ago.’ After they decided to agree with it, they had to come up with three reasons to support their argument as well as supporting examples and details to back up each of the three reasons. The second most frequent type of episodes was TREs.

Ten TREs (24%) during this planning stage occurred when Coco and Nell interpreted the meaning of the writing topic and were talking about the task format and requirement. In addition, there are five OREs (12%) and four LREs (10%). Coco and Nell tried to keep track of the organization of the opinion paragraph that they had been familiar with from their English class: introduction, body and conclusion.

Therefore, they dedicated their discussion on these matters. LREs occurred during the planning stage as well because Coco and Nell wanted to take notes on reasons for them to agree with the topic. Consequently, they had to look up words in English and discuss their usage and spellings.

To sum, during the planning stage, it is doubtless that most episodes concern content and ideas about the writing topic. To plan the writing task effectively, the participants also had to discuss the task requirement and the organization of their paragraph. As well, some discussion may be on vocabulary and its usage.

#### ***4.2.1.1 Role of Interaction of Dyad 1's Stage I***

During the planning stage, Coco and Nell demonstrated their role of interaction in several patterns. It is essential for the researcher to know the participants' relationship and their pattern or role of interaction in each episode because these different roles can have effects on which patterns of scaffolding they needed during their task completion. At each stage of conversation, these roles shifted depending on what they talked about, what sort of assistance they needed and which writing strategies they used.

Table 4.3 shows the frequency of each role of interaction that emerged in this planning stage. The pattern of interaction that occurred the most often during this writing stage was collaborative (72%). Collaborative interaction occurs when two persons work together with high equality and high mutuality. Most of the time, Coco and Nell helped each other brainstorm ideas and content to complete the task. They collaboratively worked well together and were in agreement a lot of times. Also, they contributed opinions and ideas constantly.

Table 4.3

*Frequency of Role of Interaction in Planning*

Role of interaction	Frequency	Percentage	Episode number
Collaborative	28	72%	1, 3, 8, 9, 11-16, 18, 20-35, 37
Dominant/ Dominant	4	10%	2, 4, 5, 19
Expert/ Novice	7	18%	6, 7, 10, 17, 36, 38, 39
Total	39	100%	

Another pattern of dyadic interaction that occurred less frequently was the expert/novice pattern. This role of interaction occurs when two persons interact like one person is an expert who knows something very well while the other does not contribute much. Yet, in this case, the novice peer mostly agrees with the expert one. Their interaction is of high mutuality but low equality.

Seven episodes (18%) showed that Coco and Nell acted as an expert and a novice. In six cases, Coco was an expert in the content she provided. She was very informative when it came to politics, history, and public figures. Meanwhile, Nell knew nothing about them, so she hardly said anything about these issues. Interestingly, in one case, Nell acted as an expert. Her expertise was not on content, however. Nell seemed more confident and contributive when the conversation related to language, such as vocabulary, spelling and grammar.

The final and least frequent pattern of interaction was dominant/dominant. It occurred in only four episodes (10%) when the dyad worked together with high equality but low mutuality. That means both Coco and Nell contributed a lot into the conversation or discussion, yet they seemed to disagree or have opposing views. In these episodes, however, their disagreement in most cases ended well as they listened to each other. The end of episodes was therefore clearly reasoned from both sides.

#### ***4.2.1.1.1 Collaborative Interaction***

As seen in Table 4.3, collaborative interaction occurred in the following episodes: 1, 3, 8, 9, 11-16, 18, 20-35 and 37.

Take episode 1 (see excerpt 1) as an example. Episode 1 ranges from turn 1 to 6. Coco initiated the conversation by proposing that she and Nell look at the writing task. Nell then moved onto looking at the outline format and the writing topic. The topic read 'Life now is better than it was 100 years ago.' They both started interpreting what they thought the topic meant. They were discussing whether they would agree or disagree with it. Both thought life at present was better, but not for all aspects. Having discussed that, Nell gave out her idea that technology in the present time was better than 100 years ago; however, she did not think nowadays people had as much morality as those in the old days.

*Excerpt 1***Episode 1: Initiating the writing task (TRE)**

- 1 COCO: Let's look at the task.
- 2 NELL: Have you look at how the outline should be? Let's look at the topic  
 Life now is better than it was 100 years ago.
- 3 COCO: So life now is better than it was 100 years ago.
- 4 NELL: 100 years ago, right? ## Not everything.
- 5 COCO: Yes, only some things are better.
- 6 NELL: mm...yes, technology is better, but not people's heart?

Coco and Nell's role of dyadic interaction in this episode was considered collaborative pattern of interaction as both worked together on all parts of the task and they were open to all of each other's ideas. They offered help to each other and took each other's opinion into account. In addition, they agreed with each other when the other person gave out ideas. They contributed to the conversation quite equally. Their roles are of high equality and high mutuality. In a sense, it is often known as collaborative work.

**4.2.1.1.2 Dominant/Dominant**

As seen in Table 4.3, dominant/dominant interaction occurred in the following episodes: 2, 4, 5 and 19.

Let us look at episode 2 (see excerpt 2) as an example. It covers turns 7-10. Coco made a suggestion that they should consider happiness as a criterion when they decided whether they would agree or disagree with the writing topic. Nell argued that in the past people were not entirely happy by using wars as an example.

Nell seemed to agree with the fact that life in the present time was better than that in the past. Technology was an example of a better life at present. At the same time, Coco seemed ambivalent about her opinions, being unable to choose between agreeing and disagreeing with the writing topic.

*Excerpt 2*

**Episode 2: Interpreting the Writing Topic (TRE)**

7 COCO: Should we look at happiness?

8 NELL: mm... in the old days people were happier. But there were wars a hundred years ago.

9 COCO: I think people then must have had unhappiness of their own, don't you think?

10 NELL: Yes, that's true, so it is better now, isn't it? Better in several ways actually... mm...like technology.

Coco and Nell's role of dyadic interaction in this episode was considered dominant/ dominant pattern of interaction as both tried to interpret the topic by brainstorming ideas that could be used to evaluate carefully in order to reach an opinion and decision for their paragraph writing. However, Coco's introduction of the concept of happiness was likely to be a signal that she thought life in the past was better. When, in turn 8, Nell mentioned '*But there were wars a hundred years ago,*' it could simply be implied that she thought life in the past was not better when taking happiness into consideration. Thus, despite their working together actively, they had disagreements and could not reach consensus. Coco, in turn 9, further attempted to explain that everybody had his or her own way to express unhappiness

and tried to convince Nell to agree with her by using the phrase *'Don't you think?'* Even though Nell agreed with Coco's explanation from her saying *'Yes, that's true,'* she continued with her own interpretation of the topic that life at present is actually better in several ways. In the end of this episode, Nell wanted to ensure that they both were on the same wavelength by saying, *'Yes, that's true, so it is better now, isn't it.'* She presumed that Coco should have the same opinion.

#### **4.2.1.1.3 Expert/Novice**

As seen in Table 4.3, the expert/novice interaction occurred in the following episodes: 6, 7, 10, 17, 36, 38 and 39.

In Coco's and Nell's case, they had such pattern in their conversation as well. It can be seen in episode 6 (see excerpt 3). Episode 6 covers turn 26-34. From its previous episode that Nell argued that people in the past killed one another in wars, Coco also gave the exact example of the World War II. This brought about Coco's more ideas that supposedly they considered liberty and rights, life at present is definitely better. It was a surprise that Coco now agreed that life now is better than it was 100 years ago. Nell elaborated in turn 30 that people nowadays have more freedom to make decisions. Further, Coco said that it was caused by people's having more knowledge than in the past. Thus, democracy was more possible. Coco encouraged Nell to give out more ideas; however, Nell did not contribute much in this episode. In the end, it was Coco who threw in another idea of 'medical.' In this episode, in three out of Nell's five turns, she said only, 'yeah' and 'I agree.'

*Excerpt 3***Episode 6: Listing to agree with the topic (CRE)**

26 NELL: It's like the age of...

27 COCO: Like what? What is it called? In terms of liberty and rights, it is better  
now. Right?

28 NELL: Yeah yeah

29 COCO: Liberty and human rights.

30 NELL: People have more freedom to make decisions.

31 COCO: Yes, that's because people are more knowledgeable?

32 NELL: Yeah yeah yeah yeah yeah yeah yeah yeah yeah, I agree.

33 COCO: In the society where people are more knowledgeable, how do they  
call it? There is more chance for democracy [yeah]. Liberty and rights  
at present. What else? Medical?

34 NELL: Yeah.

In this episode, Coco and Nell had an expert/novice interaction pattern. This pattern occurs when two persons do not work together equally. Coco was the one who held control of the episode while she was also encouraging Nell to say something. Nell mostly uttered 'yeah' and 'I agree,' which shows that she agreed with what Coco said and they had a highly mutual interaction, but Nell did not contribute much in this episode. Coco acted as an expert while Nell acted as a novice.



#### 4.2.1.2 Emerging Scaffolding Patterns during Dyad 1's Stage I

This section discusses patterns of scaffolding that emerged from the conversation of the first dyad, Coco and Nell, during their planning stage. Table 4.4 shows the frequency of each scaffolding pattern that emerged occurred during this stage.

Table 4.4

#### *Frequency of Each Scaffolding Pattern that Emerged in Dyad 1's Planning*

Scaffolding patterns	Frequency	Percentage	Episodes in which patterns emerged
Other-regulated (peer)	17	20%	7, 8, 11, 12, 13, 14, 15, 16, 17, 23, 26, 27, 28, 31, 33, 36, 37, 39
Object-regulated (notes)	6	7%	11, 13, 19, 21, 22, 39
Object-regulated (prior discussion)	2	2%	14, 18
Object-regulated (paper dictionary)	3	4%	15, 16, 23
Object-regulated (Internet)	8	10%	23, 24, 27, 29, 30, 31, 32, 37
Self-resourcefulness (prior knowledge)	17	20%	5, 6, 8, 10, 11, 17, 18, 19, 20, 21, 22, 25, 28, 29, 30, 31, 32, 33, 35, 36, 38, 39
Self-resourcefulness (personal opinion)	22	27%	1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 14, 18, 19, 20, 24, 26, 27, 30, 34, 35
Self-regulated	8	10%	9, 12, 21, 25, 26, 30, 32, 38
Total	83	100%	

#### 4.2.1.2.1 Other-Regulated Scaffolding (Peer)

From Table 4.4, Coco and Nell used 20% of the other regulated scaffolding; that is, they asked each other for help with both content and language in order to go on with the planning task. This scaffolding pattern emerged in 17 episodes as follows: 7, 8, 11, 12, 13, 14, 15, 16, 17, 23, 26, 27, 28, 31, 33, 36, 37 and 39.

An example of this scaffolding pattern can be illustrated in episode 11 (see excerpt 4).

##### **Excerpt 4**

##### **Episode 11: Giving the first reason to agree with the topic (CRE/ORE)**

- 61 NELL: Okay. That was the *introduction*. The *topic sentence* is choosing to live at present [yeah]. Then for the first *reason*, what should we put?
- 62 COCO: We listed liberty and rights, medical science, and convenience. Do you think the most important reason should come first or last?
- 63 NELL: Should it come last? Like the phrase the last *and [most important]* yes yes. That's right.
- 64 COCO: So the first reason should be convenience, right?
- 65 NELL: It's something everyone can easily relate to.
- 66 COCO: Convenience, don't think that it's not necessary because it makes your life easier. Suppose someone's going to die or to give birth, having a cart or getting a midwife to come to your house is not so convenient or quick enough. ((LAUGHING))
- 67 NELL: Yes, yes. Okay. That's about convenience.

68 COCO: So, this is for the *main reason*, right? [*main reason*] and then?

Episode 11 covers turn 61-68. In this episode, Coco and Nell tried to come up with the first reason to support their argument. In turn 61, Nell asked Coco what they should write while Coco wanted to know Nell's opinion on which sequence they should prioritize their three reasons in turn 62. Coco and Nell worked collaboratively by asking each other what they should do next when they were unsure of certain things and had some difficulties with decision-making.

#### **4.2.1.2.2 Object-Regulated Scaffolding (Notes)**

From Table 4.4, Coco and Nell used 7% of the object-regulated scaffolding from their own notes; that is, they looked at their own notes of brainstormed ideas that they had written down and used them as assistance to enable them to continue with the task when they encountered some difficulties. This scaffolding pattern emerged in six episodes as follows: 11, 13, 19, 21, 22 and 39.

Let us look at episode 13 (see excerpt 5) as an example to show that Coco and Nell used their own notes to help them when they were stuck in the planning process.

#### **Excerpt 5**

##### **Episode 13: Expressing difficulties in the planning process (TRE)**

77 NELL: I don't know how to explain it (SIGHING).

78 COCO: We're taking a long time to plan, but once we start writing, it'll be easy.

79 NELL: I can't further say what's on my mind. Let me look at your notes ((READING THE NOTES)). Should we give some examples?

80 COCO: Yes, I think we should.

81 NELL: have examples.

82 COCO: It's like a *supporting* example. [yeah yeah] # What should we say?

Episode 13 covers turn 77-82. In this episode, Coco and Nell had some difficulties with how to write a supporting sentence. Nell, in turn 79 mentioned that she could not think further; therefore, she directly asked Coco for her handwritten notes in order to help her generate more ideas. Seeing all the brainstormed ideas that Coco had written down could assist Nell in encouraging new ideas.

#### ***4.2.1.2.3 Object-Regulated Scaffolding (Prior Discussion)***

From Table 4.4, Coco and Nell used 2% of the object-regulated scaffolding from their own previous discussion; that is, they recalled what they had previously talked about during the planning stage in the former episodes. Subsequently, they used that as a kind of help to aid them in continuing with the task. This scaffolding pattern emerged in two episodes: 14 and 18.

Episode 14 (see excerpt 6) can be a good and clear example of how Coco and Nell referred back to their discussed ideas.

#### ***Excerpt 6***

#### **Episode 14: Constructing a sentence showing a specific example (CRE)**

83 NELL: So, what's an example of convenience according to what you've said?

Communication?

84 COCO: Yes, if I were to write by myself, I would include that point.

85 NELL: Can we use a *BTS* skytrain as an example of transportation?

86 COCO: Yes, I think so. It shows better transportation. What is it called in

English? They use the word *communication*, right?

87 NELL: Um ... It is called something.

Episode 14 covers turn 83-87. It was evident at the beginning of this episode that Nell recalled Coco's mentioned idea about communication. In turn 83, Nell thought about what Coco had stated earlier that an example of convenience they could use to back up their reasoning was communication. In this case, although discussed ideas were in a form of utterances, this could be used as a tool for learners to solve problems when they experience some obstacles in learning. Thus, this tool can certainly acts as a scaffold.

#### ***4.2.1.2.4 Object-Regulated Scaffolding (Paper Dictionary)***

From Table 4.4, Coco and Nell used 4% of the object-regulated scaffolding from the paper dictionaries provided in the research site. They used these resources to help them look up spellings, meanings, and usage of words they were unsure of. This scaffolding pattern emerged in three episodes: 15, 16 and 23.

A good example can be seen from episode 15 (see excerpt 7). This episode covers turn 88-99. Coco and Nell decided to use a number of paper dictionaries that were on the table in the data collecting room.

#### ***Excerpt 7***

#### **Episode 15: Checking the use of the word 'communication' (LRE)**

88 COCO: Let's use one of the dictionaries here to check it.

89 NELL: Is it a Thai-English or English-English one?

90 COCO: Just look up the word that we want to know. This is a *grammar*

dictionary. ((LOOKING UP WORDS IN PAPER DICTIONARIES)) What is the word? *Communication*? Actually, we can *google* it.

- 91 NELL: *Communication* ((LOOKING UP IN GOOGLE)).
- 92 COCO: How many *-ms* are there in the word *communication*?
- 93 NELL: Two m's.
- 94 COCO: Two, right? ((STILL LOOKING THE WORD UP IN THE PAPER DICTIONARY))
- 95 NELL: *communication transportation Communication, transportation*
- 96 COCO: *Transportation* is like transporting.
- 97 NELL: *Communication* is more like communicating among people.
- 98 COCO: Can we try Google Translate?
- 99 NELL: Here it is. It also means transportation.

In the episode, Coco, in turn 88, proposed that they used dictionaries to look up the word 'communication.' She decided to grab a grammar English-English dictionary and start looking up the word. However, she did not succeed in doing so. Then she suggested that Nell look for the word on Google, a popular online search engine, instead. Since there was only one computer in front of them, Coco, who was not using it, still looked up the same word in the paper dictionary.

#### **4.2.1.2.5 Object-Regulated Scaffolding (Internet)**

From Table 4.4, Coco and Nell used 10% of the object-regulated scaffolding from Internet sites. As they were typing their paragraph onto the computer, they were also allowed to use any online services provided on the computer. This

scaffolding pattern emerged in eight episodes as follows: 23, 24, 27, 29, 30, 31, 32 and 37.

An example of this is episode 24 (see excerpt 8), which covers turn 157-166.

**Excerpt 8**

**Episode 24: Looking for the appropriate word choice ‘medical science’ (LRE)**

- 157 COCO: What should we use? *Medical*?
- 158 NELL: About medicine, we use the word *medical*?
- 159 COCO: Here, can we use *medical physics*?
- 160 NELL: No, is there such as thing as *medical physics*?
- 161 COCO: How about *medical technology*?
- 162 NELL: It’s the same things as *medical*?
- 163 COCO: What about *medical science*?
- 164 NELL: Wait, *medical* ((SEARCHING ONLINE)).
- 165 COCO: Can you find *medical*?
- 166 NELL: Here it is *medical science*. [right?] So it is *medical*.

In this episode, it can be seen that Nell, who was the one typing this draft, was the one using the computer. When Coco asked Nell which word they should use to mean *medical technology* as they want to back up their argument by using this. After Coco proposed the term ‘*medical*’ and ‘*medical physics*,’ Nell got onto an Internet website, in turn 164, and typed the word ‘*medical*’ in the search box. The result that came up first was ‘*medical technology*,’ which was to confirm what Coco had just proposed in the previous turn.

#### 4.2.1.2.6 Self-Resourcefulness (Prior Knowledge)

From Table 4.4, Coco and Nell used 20% of the self-resourcefulness from their own prior knowledge. They recalled knowledge and skills that had possessed from the past experience, i.e. from the other classes they had taken, from what their parents or teachers had told them in the past, from their own reading or listening to other sources of information in the past. These resources became helpful to them once they were trying to think about some content or ideas that they could use to support what they wrote about. This scaffolding pattern emerged in 17 episodes as follows: 5, 6, 8, 10, 11, 17, 18, 19, 20, 21, 22, 25, 28, 29, 30, 31, 32, 33, 35, 36, 38 and 39.

An example of this is obvious in episode 38 (see excerpt 9). This episode covers turn 232-234, which was considered a brief episode, yet let us look at the content of this.

#### *Excerpt 9*

#### **Episode 38: Re-discussing Aung San Auu Kyi (CRE)**

232 COCO: Let's find another example like Aung San Suu Kyi fighting for democracy, but her husband is a foreign man, so she has been exposed to democracy [[[NODDING]]]. Think about it. She's over 60 years old now. Okay, let's not go into politics. Do you feel that we are not going anywhere? Human rights do not always involve politics, right? Nor democracy [[[NODDING]]]. They may be just basic rights humans should get [possess] yes, possess, like personal assets [yeah yeah] or rights to live [yeah yeah] "*free life*" ((TAKING NOTES)) "*freer*



*life*”? What else? People have more freedom to do what they want.

[yeah more freedom] Is this enough?

233 NELL: Yeah more freedom

234 COCO: Is this enough?

In this episode, Coco talked about Aung San Suu Kyi again after she did once in an earlier episode. She wanted to look for a person who fought for liberty and rights, which was their third reason why they thought life at present was better than 100 years ago. However, because she felt like she did not know about the person entirely, she wanted to use another example that she was surer of. As you can see, while Nell knew nothing about this famous political figure, Coco brought a lot of her prior knowledge about her into the discussion. It also showed how she kept herself updated about current events.

#### ***4.2.1.2.7 Self-Resourcefulness (Opinions)***

From Table 4.4, Coco and Nell used 27% of the self-resourcefulness from their personal opinions. They expressed their feelings or attitudes toward particular topics of conversation. As they were able to work together collaboratively, they felt comfortable to offer their honest opinions to the other. Coco and Nell had a lot of opinions and freely voiced them out. This scaffolding pattern emerged in 22 episodes as follows: 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 14, 18, 19, 20, 24, 26, 27, 30, 34 and 35.

During planning, Coco and Nell had to brainstorm a lot of ideas for writing an opinion paragraph on the topic ‘Life now is better than it was 100 years ago.’ They initially decided not to look for information from outside resources. Thus, they ended up using a lot of their own opinions. An episode that can demonstrate the

use of this pattern as their way of scaffolding each other is Episode 5 (see excerpt 10).

Episode 5 includes turn 21-25. In this episode, Coco continued from the previous episode without listening to Nell's concept of convenience. Coco kept talking about happiness. She went on making a list of positive aspects of life 100 years ago and putting 'environment' as the first one on her list. She then asked Nell to give her some more positive aspects of life in the past by saying, 'What else?' Nell repeated that the environment was better and tried to think of more ideas. Coco took another turn quickly by adding 'fewer crimes' onto the list and asked for Nell's accordance. Nell, who held an opposite view argued immediately that in the past, people fought and killed one another, so it was not sensible to say that life in the past had fewer crimes. Referring to line 8 of the episode 2 (see appendix N), Nell mentioned the fact that there had been more wars in the past.

***Excerpt 10***

**Episode 5: Re-Negotiating the Argument (TRE)**

- 21 COCO: Life should be measured by level of happiness? Let's start listing the negative sides of, I mean, the positive points of life 100 years ago. So environment was better in the past. What else?
- 22 NELL: What was better? Environment was better.
- 23 COCO: What else? Fewer crimes, right?
- 24 NELL: Um...But they fought and killed one another. But wait... 100 years ago was that long ago? It's like XX 100 years ago was like our grandparents' generation. Right?

25 COCO: Yes, I think so. Like the world war II when our grandparents were  
young. Right?

As can be seen from the excerpt 10, both Coco and Nell held a lot of useful personal opinions. Although some ideas were conflicting, they could be of use toward the task completion.

#### ***4.2.1.2.8 Self-Regulated Scaffolding***

From Table 4.4, Coco and Nell used 10% of the self-regulated scaffolding. Self-regulatory that emerged during planning was in a sense that they consciously planned their own approach to complete the task. This scaffolding pattern emerged in eight episodes as follows: 9, 12, 21, 25, 26, 30, 32 and 38.

An example that can illustrate the self-regulatory is episode 9 (see excerpt 11). This episode covers turn 46-50.

#### ***Excerpt 11***

#### **Episode 9: Settling the stance to agree with the writing topic (CRE)**

46 COCO: Let's think of it this way. If we were to choose, would we want to live  
now or in the past?

47 NELL: I'd choose to live now.

48 COCO: Me, too. Okay, let's start from that. ((LAUGHING)))

49 NELL: ((LAUGHING))

50 COCO: Let's put it this way...if...Okay? [yeah]...Let's think about the better  
points and come up with an *outline plan*.

In this episode, after Coco and Nell had been confused with whether they would want to agree or disagree with the topic, Coco finally came up with the solution that there was a way to help them make a decision more easily. If they asked themselves which generation they wanted to live in, they both could answer the question quickly. In addition, their answers were the same. After having struggling for quite some time, Coco was able to come up with her own solution in order that they both could go on with the task.

#### 4.2.1.3 Dyad1's Outline from Stage I

Figure 4.1 shows the outline produced by Coco and Nell. The outline was typed on MS-Word and its format was provided for them to follow. It was the exactly same format they were familiar with from their English classes.

Figure 4.1 Coco's and Nell's outline from Stage I (Planning)

<b><i>'Life now is better than 100 years ago.'</i></b>	
Introduction:	For 100 years, everything has been being developed such as sciences, technology and society.
Topic sentence:	We agree if some say life now is better than it was 100 years ago.
Main reason # 1:	Human has more opportunity to survive from illness.
Supporting example:	Medical Science is one of things that have been being developed. The researchers of Massachusetts Institute of technology (MIT) found the cancer-killing medical called "Cancer smart bomb" that can heal cancer patient.
Main reason # 2:	Life now is more convenient.
Supporting example:	Convenient is not unnecessary. Convenient make individual life is better, for example, the communication which is now much better than the past. People can communicate with each other easily and can get a new knowledge that opens their vision.
Main reason # 3:	People have a liberty to live.
Supporting example:	When people have more education and have more knowledge, have more attentions in liberty for them and others so everyone have more freedom to live because peace is the most wanted in the world.

#### 4.2.2 Dyad 1's (Coco-Nell) Scaffolding Patterns during Stage II (Drafting)

There are a total of 33 episodes in this Drafting Stage. Table 4.5 below shows the summary of the findings in the Drafting Stage (Stage II)

Table 4.5

*Summary of the Findings in the Drafting Stage (Stage II) of Dyad 1*

Episode	Type of episode	Activity	Turn	Role of interaction	Scaffolding patterns
40	TRE	Beginning the typing on MS-Word	239-244	Collaborative	Other-regulated (peer) Object-regulated (facilitative tools on MS-Word) Self-resourcefulness (prior knowledge)
41	CRE/ ORE/ LRE	Constructing an introductory sentence	245-276	Collaborative	Other-regulated (peer) Object-regulated (facilitative tools on MS-Word) Object-regulated (prior discussion) Self-resourcefulness (prior knowledge) Self-resourcefulness (opinion)
42	TRE	Discussing a facilitative tool	277-282	Expert/ Novice	Other-regulated (peer) Object-regulated (facilitative tools on MS-Word)
43	ORE/ LRE	Constructing the topic sentence	283-295	Collaborative	Other-regulated (peer) Object-regulated (facilitative tools on MS-Word)

					Object-regulated (prior discussion) Object-regulated (notes) Self-resourcefulness (opinion)
44	ORE	Discussing the sequence of the main reasons	296-299	Collaborative	Other-regulated (peer) Object-regulated (facilitative tools on MS-Word) Object-regulated (prior discussion) Object-regulated (notes)
45	CRE/ LRE	Writing about the first reason: Medical technology	300-308	Collaborative	Other-regulated (peer) Object-regulated (facilitative tools on MS-Word)
46	CRE/ LRE	Constructing the major detail for the first reason	309-318	Collaborative	Other-regulated (peer)
47	LRE	Checking the use and collocation of 'opportunity'	319-331	Collaborative	Other-regulated (peer) Object-regulated (facilitative tools on MS-Word) Object-regulated (Internet) Object-regulated (notes)
48	LRE	Checking the use and collocation of 'survive'	332-347	Collaborative	Other-regulated (peer) Object-regulated (facilitative tools on MS-Word)

					Object-regulated (Internet) Object-regulated (notes)
49	LRE	Using hedges	348-356	Collaborative	Other-regulated (peer) Object-regulated (facilitative tools on MS-Word) Object-regulated (Internet) Object-regulated (notes) Self-resourcefulness (prior knowledge) Self-resourcefulness (opinion)
50	CRE/ LRE	Writing the supporting sentence of the first reason	357-375	Collaborative	Other-regulated (peer) Object-regulated (facilitative tools on MS-Word) Object-regulated (prior discussion) Object-regulated (notes) Self-resourcefulness (opinion)
51	CRE	Writing about the second reason	376-394	Collaborative	Other-regulated (peer) Object-regulated (facilitative tools on MS-Word) Object-regulated (prior discussion) Object-regulated (notes) Object-regulated (class notes) Object-regulated

					(Internet) Object-regulated (paper dictionary)
52	CRE/ LRE	Writing the supporting sentence of the second reason 'communication'	395-399	Collaborative	Other-regulated (peer) Self-resourcefulness (opinion)
53	LRE	Expressing uncertainty in providing an example	400-405	Collaborative	Other-regulated (peer) Self-resourcefulness (prior knowledge)
54	CRE/ LRE	Continuing constructing the supporting sentence of the second reason	406-424	Collaborative	Other-regulated (peer) Object-regulated (facilitative tools on MS-Word) Object-regulated (Internet) Self-resourcefulness (prior knowledge) Self-resourcefulness (opinion)
55	CRE/ ORE/ LRE	Writing about the third reason 'liberty'	425-440	Collaborative	Other-regulated (peer) Object-regulated (facilitative tools on MS-Word) Object-regulated (prior discussion) Object-regulated (notes)
56	CRE/ LRE	Constructing the supporting sentence of	441-448	Collaborative	Other-regulated (peer) Object-regulated (facilitative tools on MS-Word)



		the third reason			Object-regulated (prior discussion) Object-regulated (notes) Self-resourcefulness (prior knowledge)
57	CRE/ ORE/ LRE	Writing the concluding sentence	449-456	Collaborative	Other-regulated (peer) Object-regulated (facilitative tools on MS-Word) Object-regulated (notes) Object-regulated (class notes)
58	TRE	Checking the word limit	457-460	Collaborative	Other-regulated (peer)
59	LRE	Checking the use of the signpost 'first'	461-469	Collaborative	Other-regulated (peer) Object-regulated (facilitative tools on MS-Word) Object-regulated (prior discussion) Object-regulated (notes)
60	LRE	Checking the use of the signpost 'second'	-470 477	Collaborative	Other-regulated (peer) Object-regulated (facilitative tools on MS-Word)
61	LRE	Checking the use of the signpost 'third'	478-493	Collaborative	Other-regulated (peer) Object-regulated (facilitative tools on MS-Word) Self-resourcefulness (prior knowledge)
62	LRE	Checking the use of the	494-507	Collaborative	Other-regulated (peer) Object-regulated

		word 'emphasize'			(facilitative tools on MS-Word) Object-regulated (paper dictionary)
63	LRE	Checking the use of the word 'value'	508- 517	Collaborative	Other-regulated (peer) Object-regulated (facilitative tools on MS-Word) Object-regulated (prior discussion) Object-regulated (notes) Self-resourcefulness (opinion)
64	LRE	Detecting possible grammatical mistakes	518- 522	Collaborative	Other-regulated (peer) Object-regulated (facilitative tools on MS-Word) Self-resourcefulness (prior knowledge)
65	TRE/ LRE	Rechecking the word limit	523- 532	Collaborative	Other-regulated (peer) Object-regulated (facilitative tools on MS-Word) Object-regulated (prior discussion) Object-regulated (notes) Self-resourcefulness (prior knowledge)
66	LRE/ TRE	Rereading the draft	533- 537	Collaborative	Other-regulated (peer) Self-regulated
67	LRE	Discussing word order	538- 544	Collaborative	Other-regulated (peer) Self-resourcefulness (prior knowledge) Self-resourcefulness

					(opinion)
68	LRE	Revising the grammatical errors suggested by MS-Word	545-552	Collaborative	Other-regulated (peer) Object-regulated (facilitative tools on MS-Word)
69	LRE	Checking singular/plural nouns and tense	553-564	Collaborative	Other-regulated (peer) Object-regulated (facilitative tools on MS-Word) Object-regulated (Internet) Self-resourcefulness (prior knowledge) Self-resourcefulness (opinion)
70	LRE	Discussing the green line produced by MS-Word Spelling & Grammar Check	565-569	Collaborative	Other-regulated (peer) Object-regulated (facilitative tools on MS-Word) Self-resourcefulness (prior knowledge)
71	LRE	Discussing comparative adjectives	570-573	Collaborative	Other-regulated (peer) Object-regulated (facilitative tools on MS-Word) Self-resourcefulness (prior knowledge)
72	CRE/ LRE	Finishing the draft	574-580	Collaborative	Other-regulated (peer) Object-regulated (facilitative tools on MS-Word) Object-regulated (prior discussion)

					Self-resourcefulness (prior knowledge)
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During the drafting stage, there are a total of 33 episodes. Similar to Stage I, each episode was divided according to chunks of interactional data that contains the same theme. Each episode was named based on the activity that took place between Coco and Nell. Table 4.6 shows the frequency of each type of episodes.

Table 4.6

*Frequency of Each Type of Episode in Drafting*

Type of episode	Frequency	Percentage
CRE	11	23%
ORE	5	10%
LRE	28	57%
TRE	5	10%
Total	49	100%

During the drafting stage, Coco and Nell discussed mostly the language-related issues. Thus, there are 28 LREs (57%). The matters discussed were such as the use of words, punctuation marks and hedging devices. This stage followed the planning stage whereby they had a clear outline of what to include in their draft (see Figure 4.1).

The second most frequent type of episodes was CREs. Eleven CREs (11%) during this drafting stage occurred when Coco and Nell reinterpreted the meaning of the writing topic and the reasons to support their argument in terms of the content. In addition, there are five OREs (10%) and five TREs (10%) during this stage. Coco and

Nell tried to refer back to the organization of the opinion paragraph. Therefore, they dedicated their discussion on these matters. TREs occurred during the drafting stage as well because Coco and Nell wanted to ensure that they complied with the task requirement, such as the word limit and the time limit.

To sum, during the drafting stage, it is doubtless that most episodes concern language use for the task completion. To write a first draft effectively, the participants also had to discuss the content, task requirement and the organization of their paragraph.

#### ***4.2.2.1 Role of interaction of Dyad 1's Stage II***

During the drafting stage, Coco and Nell, the first dyad, demonstrated their role of interaction in only two patterns. Table 4.7 shows the frequency of each role of interaction that emerged in the drafting stage.

The pattern of interaction that occurred the most often during this writing stage was collaborative (97%). Collaborative interaction occurs when two persons work together with high equality and high mutuality. During this stage, they had to start writing a draft together. They were collaboratively constructing their draft, mostly. They helped each other to complete the task by searching for appropriate uses of words and grammar. They collaboratively worked well together and were in agreement a lot of times. Also, they often contributed their opinions, knowledge, and suggestions.

Another pattern of dyadic interaction that occurred less frequently was the expert/novice pattern. This role of interaction occurs when two persons interact like one person is an expert who knows it all while the other does not contribute much. Yet, the novice one mostly agrees with the expert peer. Their interaction is of high

mutuality but low equality. Only one episode (3%) showed that Coco and Nell acted as an expert and a novice, respectively. In this particular case, Coco was an expert on using facilitative tools on MS-Word. She was showing Nell how to perform a right click when a green line appeared at a particular work. Nell admitted not ever using this feature on the computer before.

Table 4.7

*Frequency of Role of Interaction in Drafting*

Role of interaction	Frequency	Percentage	Episode number
Collaborative	32	97%	40, 41, 43-72
Expert-Novice	1	3%	42
Total	33	100%	

**4.2.2.1.1 Collaborative Interaction**

From Table 4.7, the collaborative interaction occurred in the following episodes: 40, 41 and 43-72.

Take Episode 50 (see Excerpt 12) as an example. Episode 50 includes Turns 357-375

**Excerpt 12**

**Episode 50: Writing the supporting sentence of the first reason (CRE/LRE)**

357 NELL: Are we including the *development* as well or beginning the second reason?

- 358 COCO: Let's continue with the *development*. What about it that we said?  
What *M* word? We do not have to write it here, do we? Or do we have  
to include it, too?
- 359 NELL: We have to write it, too.
- 360 COCO: *Massachusetts*. ((TYPING)) What is it? What does it mean?
- 361 NELL: Is *Massachusetts* a university?
- 362 COCO: *Massachusetts Institute of Technology* re ... Can we use *the*  
*research of MIT*? It sounds so grand. *Found*.
- 363 NELL: *Found* without capitalized?
- 364 COCO: *Found cancer killing*.
- 365 NELL: *Found a* or *the*? Or maybe not. *Cancer killing*.
- 366 COCO: *Call*.
- 367 NELL: With *-ed*?
- 368 COCO: Does it have *-d*?
- 369 NELL: It is called.
- 370 COCO: What is it *called*?
- 371 NELL: *Bomb*.
- 372 COCO: *Cancer smart bomb heal*. Does it mean cure?
- 373 NELL: I think so, but I don't know how to use it.
- 374 COCO: Can we use it like this? *Cancer patient*. Do they use *Cancer patient*?  
((NODDING)) Is it okay?

375 NELL: Okay. *Main reason.*

Coco and Nell's role of dyadic interaction in this episode was considered collaborative pattern of interaction as both worked together on all parts of the task and they were open to all of each other's ideas. They offered help to each other and took each other's opinion into consideration. It can be seen from this excerpt that turn after turn, Coco and Nell had a somewhat good flow of interaction. Besides, they agreed with each other when the other person gave out ideas. They contributed to the conversation quite equally. When one person asked the other, she responded quite positively. Their roles are of high equality and high mutuality. In this episode, to be exact, they were looking for research that could back up the point that medical technology at present was more advanced. They found studies by Massachusetts Institute of Technology (MIT) which used cancer smart bomb to help cancer patients. Although they could not understand English text well, in the end they managed to overcome such difficulty together.

#### **4.2.2.1.2 Expert/Novice**

From Table 4.8, the expert/novice interaction occurred in episode 42 (see excerpt 13).

#### **Excerpt 13**

Episode 42: Discussing a facilitative tool (TRE)

277 NELL: Oh. What are you doing?

278 COCO: Right *click* to see *word* options. For example, let's try again and it will show this tab, right? Then right *click* and choose. Done.



279 NELL: I see. I've never done this before.

280 COCO: Really?

281 NELL: Really. I've never done it.

282 COCO: Do not tell anyone.

Episode 42 covers turn 277-282. In this episode, Nell asked Coco, in turn 277, about facilitative functions on the writing platform called right-clicking. Then in the following turn, Coco explained nicely that one would perform the right-clicking on the computer mouse in order to view what options there are to revise a particular word that a cursor was at. Coco even demonstrated the function again slowly. Nell must have felt comfortable enough with Coco to admit that she had never known about this before. In this case, Coco performed as an expert on computer functions who taught Nell, the novice, this new piece of information.

#### ***4.2.2.2 Emerging Scaffolding Patterns during Dyad 1's Stage II***

This section discusses patterns of scaffolding that emerged from the conversation of the first dyad, Coco and Nell, in their drafting stage. Table 4.8 shows the frequency of each scaffolding pattern that emerged in the drafting stage of Dyad 1.

Table 4.8

*Frequency of Each Scaffolding Pattern that Emerged in Dyad 1's Drafting*

Scaffolding patterns	Frequency	Percentage	Episodes in which patterns emerged
Other-regulated (peer)	33	28%	40--72
Object-regulated (facilitative tools on MS-Word)	27	23%	40-45, 47-51, 54-57, 59-65, 68-72
Object-regulated (notes)	13	11%	43, 44, 47, 48, 49, 50, 51, 55, 56, 57, 59, 63, 65
Object-regulated (class notes)	2	2%	51, 57
Object-regulated (prior discussion)	11	9%	41, 43, 44, 50, 51, 55, 56, 59, 63, 65, 72
Object-regulated (paper dictionary)	2	2%	51, 62
Object-regulated (Internet)	6	5%	47, 48, 49, 51, 54, 69
Self-resourcefulness (prior knowledge)	14	12%	40, 41, 49, 53, 54, 56, 61, 64, 65, 67, 69, 70, 71, 72
Self-resourcefulness (opinion)	9	7%	41, 43, 49, 50, 52, 54, 63, 67, 69
Self-regulated	1	1%	66
Total	118	100%	

#### ***4.2.2.2.1 Other-Regulated Scaffolding (Peer)***

From Table 4.8, Coco and Nell used 28% of the other regulated scaffolding patterns; that is, they asked each other for help with both content and language in

order to go on with the planning task. This scaffolding pattern emerged in all 33 episodes: 40-72.

Let us look at episode 53 as an example. It covers turn 400-405. Getting help from peers is obvious in dyadic interaction as two persons had conversational exchanges back and forth. In most episodes, Coco and Nell worked collaboratively on helping each other come up with a good draft.

**Excerpt 14**

**Episode 53: Expressing uncertainty in providing an example (LRE)**

- 400 COCO: I do not know how to write examples.
- 401 NELL: How?
- 402 COCO: Should we start a new sentence and use *for example*?
- 403 NELL: We can use *for example*, right? And then a *comma*.
- 404 COCO: We just start a new sentence here, right?
- 405 NELL: Yes.

**4.2.2.2 Object-Regulated Scaffolding (Facilitative Tools on MS-Word)**

From Table 4.9, Coco and Nell used 23% of the object-regulated scaffolding from the office program and its facilitative tools; that is, they used MS-Word as their writing platform. This scaffolding pattern emerged in 27 episodes as follows: 40-45, 47-51, 54-57, 59-65 and 68-72.

**Excerpt 15**

**Episode 64: Detecting possible grammatical mistakes (LRE)**

- 518 COCO: There must be something wrong with *attention*.
- 519 NELL: That sentence is incorrect.

520 COCO: *When people have more attention. Don't tell me the green line will show up again. Yeah! The green line is no longer there. Have more attention in and here...*

521 NELL: *Comma.*

522 COCO: Here is *comma*.

Episode 64 includes turn 518-522. In this episode, Coco and Nell monitored themselves by checking whether the spelling and grammar checking functions on MS-Word found some mistakes on their draft. In turn 518, Coco knew that their writing was not correct as she knew that the green line on MS-Word meant ungrammaticality. She, in turn 520, was content with the green signal disappeared after they revised their draft.

#### ***4.2.2.2.3 Object-Regulated Scaffolding (Prior Discussion)***

From Table 4.8, Coco and Nell used 9% of the object-regulated scaffolding from their own previous discussion; that is, they recalled what they had previously talked about during the planning stage. Subsequently, they used that as a kind of help to assist them in continuing with the task. This scaffolding pattern emerged in eleven episodes: 41, 43, 44, 50, 51, 55, 56, 59, 63, 65 and 72.

#### ***Excerpt 16***

#### **Episode 63: Checking the use of the word 'value' (LRE)**

508 COCO: Liberty is more value, right?

509 NELL: Quality? What did you just say?

510 COCO: I think it is all right. If you value something or someone.

- 511 NELL: Here, it says quality is a value.
- 512 COCO: I see. It is not a verb, but a noun. Right? When people have more  
education. When people have more knowledge and higher  
education... Well... we will be interested in our freedom
- 513 NELL: And others
- 514 COCO: That should be of, right? It should not be for.
- 515 NELL: Um.
- 516 COCO: Of themselves and other.
- 517 NELL: So everyone have more... every has, right? Has more...

Episode 63 covers turn 508-517. In this episode, Coco and Nell used their prior discussion as scaffolding tools. In turn 509, Nell asked what Coco had just mentioned, so that she could type it up as she was the one who typed the draft.

#### ***4.2.1.2.4 Object-Regulated Scaffolding (Notes)***

From Table 4.8, Coco and Nell used 11% of the object-regulated scaffolding from their own notes. This scaffolding pattern emerged in 13 episodes: 43, 44, 47, 48, 49, 50, 51, 55, 56, 57, 59, 63 and 65.

#### ***Excerpt 17***

#### **Episode 57: Writing the concluding sentence (ORE/LRE)**

- 449 NELL: Should we conclude now? Because peace is most wanted.
- 450 COCO: Yeah. It is conclusion now.
- 451 NELL: Conclusion is what we see on the handout, right? For these three  
reasons, we ...

452 COCO: Where did I write it down? There is also a conclusion.

453 NELL: There are a number of things that we tried to find the past. At present, society and science have been developed and the result is that life nowadays is better in the past.

454 COCO: There for the three.

455 NELL: Reason?

456 COCO: Can we use from? [From is okay.] From these three reasons, life now has a nice science, society [and technology], we have a nice science, society science. Is it a noun? We have to use this according to these three reasons, we have a nice science, society, and technology, so it [they] life. Do we need so with according to? Life now is better than it was a hundred years ago.

Episode 57 includes turn 449-456, discussing a concluding sentence. In dyad 1's case, Nell was the one who typed and occupied the computer most of the time while Coco was the one who took notes by hand on a piece of paper. Many times, handwritten notes that were full of brainstormed ideas could be of use when they got stuck with how to form a sentence as they might need to revisit what they had written up in the notes. In turn 452, Coco was looking at her notes to find at which spot on the paper she wrote about a concluding sentence.

#### 4.2.2.2.5 Object-Regulated Scaffolding (Class Notes)

From Table 4.8, Coco and Nell used 2% of the object-regulated scaffolding from their class notes in the English subject. This scaffolding pattern emerged in two episodes: 51 and 57.

#### *Excerpt 18*

#### **Episode 57: Writing the concluding sentence (ORE/LRE)**

- 449 NELL: Should we conclude now? Because peace is most wanted.
- 450 COCO: Yeah. It is conclusion now.
- 451 NELL: Conclusion is what we see on the handout, right? For these three reasons, we ...
- 452 COCO: Where did I write it down? There is also a conclusion.
- 453 NELL: There are a number of things that we tried to find the past. At present, society and science have been developed and the result is that life nowadays is better in the past.
- 454 COCO: There for the three.
- 455 NELL: Reason?
- 456 COCO: Can we use from? [From is okay.] From these three reasons, life now has a nice science, society [and technology], we have a nice science, society science. Is it a noun? We have to use this according to these three reasons, we have a nice science, society, and technology, so it

[they] life. Do we need so with according to? Life now is better than it was a hundred years ago.

Using the same episode as an example, this episode also shows that the participants' class handouts could be used for their task completion. Nell, in turn 451, mentioned that she remembered in the class handouts about how to form a concluding sentence. They therefore decided to follow a fixed phrase 'from these three reasons' to begin their concluding sentence.

#### ***4.2.2.2.6 Object-Regulated Scaffolding (Paper Dictionary)***

From Table 4.8, Coco and Nell used 2% of the object-regulated scaffolding from paper dictionaries available at the research site. This scaffolding pattern emerged in two episodes: 51 and 62.

#### ***Excerpt 19***

Episode 62: Checking the use of the word 'emphasize' (LRE)

494 NELL: Um. *Emphasize*.

495 COCO: *Emphasize* is a verb, right? Can we use it?

496 NELL: *Verb*.

497 COCO: Look it up in the dictionary. The teacher said that there were some examples. I want to have to more time to do this kind of test.

*Emphasize something means to indicate that it is particular important or true.*

498 NELL: It should work.

499 COCO: *Or to draw special attention to it.* [Um.] ((READING ALOUD))



- 500 NELL: Is there any example?
- 501 COCO: Here it is. ((READING THE EXAMPLES FROM THE DICTIONARY))
- 502 NELL: It should be all right. I think it is okay.
- 503 COCO: What are we going to say?
- 504 NELL: Do we want to say *more attention*? Can we use *emphasize*? Or  
more interest?
- 505 COCO: Does *value* means someone values something?
- 506 NELL: Yes. Emphasize.
- 507 COCO: Um. This word should be all right.

Episode 62 is an example of the participants' using a paper dictionary. Coco , in turn 501, who was not in front of computer decided to use the dictionary to look up some examples of how to use 'emphasize' and 'attention.'

#### ***4.2.2.2.7 Object-Regulated Scaffolding (Internet)***

From Table 4.8, Coco and Nell used 5% of the object-regulated scaffolding from Internet sites. This scaffolding pattern emerged in six episodes: 47, 48, 49, 51, 54 and 69.

#### ***Excerpt 20***

#### **Episode 69: Checking singular/plural nouns and tense (LRE)**

- 553 COCO: *People have ...* Is *people* singular? Plural? People is plural. Where  
did we just get it wrong? *Have* was changed to *has*. You told me.
- 554 NELL: Um. Where is it?
- 555 COCO: Oh! It is *has* because *could have* is used in the past situation

according to the teacher. Right? How about *is one of things that have been being developed the research found?* Actually, we should not use found, right? It should be.

556 NELL: Is it found? It was in the past, so it is *found*.

557 COCO: It should be reveal, right? Or do we want to change to *researcher*? If so, does it mean research results? [Um.] *The researcher* with an *-s*?

558 NELL: It can be added.

559 COCO: Really? There should be more than one researcher anyway. I don't think there is only one researcher. How about *cancer patient*? Do other people use this word?

560 NELL: Let's use *Google*.

561 COCO: Here, I found it. I'm done. Now, it's your turn to check.

562 NELL: *It make*. Do we need to add an *-s*?

563 COCO: *It make individual life is better*.

564 NELL: No.

Episode 69 includes turn 553-564, discussing the matter of singular and plural nouns. Coco, in turn 559, questioned whether the word 'cancer patient' can be used in English; therefore, Nell, in the following turn, decided to get online and search for the term.

#### ***4.2.2.2.8 Self-Resourcefulness (Prior Knowledge)***

From Table 4.8, Coco and Nell used 12% of the self-resourcefulness from their own prior knowledge. They recalled knowledge and skills that had possessed

from the past experience, i.e. from the other classes they had taken, from what their parents or teachers had told them in the past, from their own reading or listening to other sources of information in the past. These resources became helpful to them once they were trying to think about some content or ideas that they could use to support what they wrote about. This scaffolding pattern emerged in 14 episodes as follows: 40, 41, 49, 53, 54, 56, 61, 64, 65, 67, 69, 70, 71 and 72.

### **Excerpt 21**

#### **Episode 72: Finishing the draft (CRE/LRE)**

574 COCO: Oh! I see. It's because this sentence is connected to this part, right?

We can just say *for example, communication which is now*. It is a quantifier, but there is no main clause. Do you understand? It's because *which is now much better than the past* is a quantifier. *For example* comes from *convenience* refers to *convenience example*, so it's an *example of convenience*.

575 NELL: That's it.

576 COCO: All right. I think it's enough.

577 NELL: I think this looks okay. It's our own work, so we understand it.

578 COCO: I have a headache.

579 NELL: *Save?*

580 COCO: *Save*.

#### 4.2.2.2.9 Self-Resourcefulness (Opinion)

From Table 4.8, Coco and Nell used 7% of the self-resourcefulness from their personal opinions. They expressed their feelings or attitudes toward particular topics of conversation. As they were able to work together collaboratively, they felt comfortable to offer their honest opinions to the other. Coco and Nell had a lot of opinions and freely voiced them out. This scaffolding pattern emerged in nine episodes as follows: 41, 43, 49, 50, 52, 54, 63, 67 and 69.

#### Excerpt 22

##### Episode 69: Checking singular/plural nouns and tense (LRE)

- 553 COCO: *People have ... Is people singular? Plural? People is plural. Where did we just get it wrong? Have was changed to has. You told me.*
- 554 NELL: Um. Where is it?
- 555 COCO: Oh! It is *has* because *could have* is used in the past situation according to the teacher. Right? How about *is one of things that have been being developed the research found?* Actually, we should not use found, right? It should be.
- 556 NELL: Is it found? It was in the past, so it is *found*.
- 557 COCO: It should be reveal, right? Or do we want to change to *researcher*? If so, does it mean research results? [Um.] *The researcher* with an -s?
- 558 NELL: It can be added.
- 559 COCO: Really? There should be more than one researcher anyway. I don't

think there is only one researcher. How about *cancer patient*? Do other people use this word?

560 NELL: Let's use *Google*.

561 COCO: Here, I found it. I'm done. Now, it's your turn to check.

562 NELL: *It make*. Do we need to add an -s?

563 COCO: *It make individual life is better*.

564 NELL: No.

#### **4.2.2.2.10 Self-Regulated Scaffolding**

From Table 4.8, Coco and Nell used 1% of the self-regulated scaffolding. Self-regulatory that emerged during planning was in a sense that they consciously planned their own approach to complete the task. This scaffolding pattern emerged in only episode 66.

#### **Excerpt 23**

#### **Episode 66: Rereading the draft (LRE/TRE)**

533 COCO: Could you read it over again as if you had never seen this draft before?

534 NELL: Will I know what is wrong with it?

535 COCO: Oh! We have one hour left.

536 NELL: How much time have we used?

537 COCO: 2 hours.

#### 4.2.2.3 Dyad1's First Draft from Stage II

Figure 4.2 shows the first draft produced by Coco and Nell. The draft was typed on MS-Word.

Figure 4.2 Coco's and Nell's first draft from Stage II (Drafting)

**'Life now is better than 100 years ago.'**

For 100 years, everything has been being developed such as sciences, technology and society. We agree if some say life now is better than it was 100 years ago. First reason, human has more opportunity to survive from illness. Medical Science is one of things that have been being developed. The researchers of Massachusetts Institute of technology (MIT) found the cancer-killing medical called "Cancer smart bomb" that can heal cancer patient. Second, life now is more convenient. Convenient is not unnecessary. It makes individual life better, for example, the communication which is now much better than the past. People can communicate with each other easily and can get a new knowledge that opens their vision. When we have more knowledge, life is actually better. The last and the most important reason, people now have a liberty to live. Liberty is the basic right for human. When people have more education and knowledge, have more attention in liberty of them and others, and peace which is the most wanted comes, so everyone has more freedom to live. According to these three reasons, we have a developed science, society and technology, life now is better than it was 100 years ago.

#### 4.2.3 Dyad 1's (Coco-Nell)'s Scaffolding Patterns during Stage III (Peer-Reviewing)

There are a total of 33 episodes in the Peer-reviewing Stage. Table 4.9 below shows the summary of the findings in this Stage III.

Table 4.9

Summary of the findings in the Peer-reviewing stage (Stage III) of Dyad 1

Episode	Type of episode	Activity	Turn	Role of interaction	Scaffolding patterns
73	LRE	Discussing the use of the word 'compare'	584-622	Collaborative	Other-regulated (adult) Object-regulated (Internet) Self-regulated
74	LRE	Commenting on the peers' use of 'compare'	623-630	Collaborative	Other-regulated (peer)
75	LRE	Discussing the verb form of 'invent'	631-646	Collaborative	Other-regulated (peer) Self-resourcefulness (prior knowledge)
76	LRE	Discussing the word 'aspect'	647-658	Collaborative	Other-regulated (peer) Object-regulated (Internet) Self-regulated
77	LRE	Discussing the use of 'such as' and 'for example'	659-661	Collaborative	Other-regulated (peer) Self-resourcefulness (prior knowledge)
78	LRE	Discussing the use of articles	662-666	Collaborative	Other-regulated (peer)

					Self-resourcefulness (prior knowledge)
79	LRE	Discussing the use of 'even' and 'also'	667-672	Collaborative	Other-regulated (peer) Self-resourcefulness (prior knowledge)
80	LRE	Discussing the use of 'thus'	673-676	Collaborative	Other-regulated (peer) Self-resourcefulness (opinion)
81	LRE	Focusing on the suggested errors by MS-Word	677-681	Collaborative	Object-regulated (facilitative tools on MS-Word) Self-resourcefulness (prior knowledge)
82	LRE	Discussing the punctuation	682-684	Collaborative	Other-regulated (peer) Self-resourcefulness (opinion)
83	LRE	Discussing the use of 'instead of'	685-701	Collaborative	Other-regulated (peer) Self-resourcefulness (prior knowledge)



					Self-resourcefulness (opinion)
84	TRE	Expressing confidence in collaborative task	702-705	Collaborative	Self-resourcefulness (opinion)
85	LRE	Discussing the use of 'can'	706-712	Collaborative	Other-regulated (peer) Self-resourcefulness (opinion)
86	LRE	Discussing the word choice	713-722	Collaborative	Other-regulated (peer) Object-regulated (prior discussion)
87	LRE	Discussing 'that-clause'	723-749	Collaborative	Other-regulated (peer) Self-resourcefulness (prior knowledge) Self-resourcefulness (opinion)
88	LRE	Discussing the word choices	750-767	Collaborative	Other-regulated (peer) Object-regulated (Internet) Object-regulated (paper dictionary)

89	LRE	Discussing the use of 'system'	768-778	Collaborative	Other-regulated (peer)
90	LRE	Discussing the word choices	779-793	Collaborative	Other-regulated (peer) Self-resourcefulness (opinion)
91	LRE	Discussing the word 'succession'	794-800	Collaborative	Other-regulated (peer) Object-regulated (Internet)
92	LRE	Discussing the use of 'these days'	801-810	Dominant/ Dominant	Other-regulated (peer)
93	LRE	Discussing the word 'perform'	811-818	Dominant/ Dominant	Other-regulated (peer)
94	LRE	Discussing sentence structures	819-828	Dominant/ Dominant	Other-regulated (peer) Self-resourcefulness (opinion)
95	LRE	Encountering a new word 'regime'	829-831	Expert/ Novice	Other-regulated (peer) Self-resourcefulness (prior knowledge)
96	LRE	Discussing the use of the word 'give'	832-841	Collaborative	Other-regulated (peer) Object-regulated (Internet)
97	LRE	Discussing the plural noun	842-843	Expert/ Novice	Other-regulated (peer)

					Self-resourcefulness (prior knowledge)
98	LRE	Discussing the passive voice	844-849	Collaborative	Other-regulated (peer) Object-regulated (Internet) Self-resourcefulness (prior knowledge)
99	LRE	Discussing the present tense and past tense	850-857	Expert/Novice	Self-resourcefulness (prior knowledge) Self-resourcefulness (opinion)
100	LRE	Discussing the plural noun	858-864	Expert/Novice	Other-regulated (peer)
101	LRE	Encountering a new word 'disturb'	865-870	Collaborative	Other-regulated (peer) Object-regulated (Internet) Object-regulated (paper dictionary) Self-resourcefulness (prior knowledge)

102	LRE	Discussing redundancy	871-882	Collaborative	Other-regulated (peer) Self-resourcefulness (prior knowledge) Self-resourcefulness (opinion)
103	TRE	Expressing positive attitudes	883-884	Collaborative	Self-resourcefulness (opinion)
104	LRE	Discussing the plural noun	885-891	Collaborative	Other-regulated (peer) Self-resourcefulness (prior knowledge) Self-resourcefulness (opinion)
105	CRE/LRE	Giving overall comments	890-896	Collaborative	Other-regulated (peer) Object-regulated (prior discussion points)

During the peer-reviewing stage, there are also 33 episodes. Similarly, each episode was divided according to chunks of interactional data that contains the same theme. Each episode was named based on the activity that took place between Coco and Nell. Table 4.10 shows the frequency of each type of episodes.

Table 4.10

*Frequency of Each Type of Episode in Stage III (Dyad 1)*

Type of episode	Frequency	Percentage
CRE	1	2.94%
LRE	31	91.18%
TRE	2	5.88%
Total	34	100%

During the peer-reviewing stage, Coco and Nell discussed mostly the language-related issues. Thus, there are 31 LREs (91.18%). They discussed mostly how to revise the other pair's paragraph. Not only did they comment on each sentence, but they also checked with resources so that they could comment on it well and constructively. The second most frequent type of episodes was TREs (5.88%) as they were discussing how they could lay out their written comments. Finally, the only CRE was episode 105, which is the last episode of this stage. Coco and Nell were writing overall comments on Kate's and Jane's work. In doing so, they talked a little on the content of their paragraph.

To sum, during the peer-reviewing stage, most episodes concern language use for the task completion. In order for Coco and Nell to provide constructive comments to Kate and Jane, they had to discuss a lot about the language used by Kate and Jane, and to evaluate whether it was appropriate or not, in their view and to their knowledge. It implied that to give feedback on others' work, it is essential for reviewers to have enough knowledge and skill or at least look for resources to ensure the quality of their comments or feedback.

#### 4.2.3.1 Role of interaction in Dyad 1's Stage III

During the peer-reviewing stage, Coco and Nell demonstrated their role of interaction in three patterns. Table 4.11 shows the frequency of each role of interaction that emerged in the drafting stage.

The pattern of interaction that occurred the most often during this writing stage was collaborative (78.79%). Collaborative interaction occurs when two persons work together with high equality and high mutuality. During this stage, they had to review their peers' opinion paragraph and give comments and suggestions for improvement. They received their peers' draft on a file. Then they worked collaboratively on giving feedback. They went over the paragraph together sentence by sentence. Still, they performed so in a collaborative manner, yet other two roles occurred in some episodes.

Table 4.11

*Frequency of Role of Interaction in Stage III (Dyad 1)*

Role of interaction	Frequency	Percentage	Number of episodes
Collaborative	26	78.79%	73-91, 96, 98, 101-105
Dominant-Dominant	3	9.09%	92-94
Expert-Novice	4	12.12%	95, 97, 99, 100
Total	33	100%	

The other two patterns of dyadic interaction that occurred less frequently was the expert/novice pattern (12.12%) and the dominant/dominant pattern (9.09%). In the former one, the expert contributed more and the novice admitted that she did not know much about certain grammar points. The novice was ready to agree,

but did not have much to say. In the latter pattern, Coco and Nell both had strong opinions toward some matters and they wanted to comment differently. This role did not occur much, however. Besides, when it did, the disagreement was resolved.

#### 4.2.3.1.1 Collaborative interaction

From Table 4.11, the collaborative interaction occurred in the following episodes: 73-91, 96, 98 and 101-105.

Take Episode 89 (see Excerpt 24) as an example. Episode 89 includes turn 768-778.

#### Excerpt 24

#### Episode 89: Discussing the use of 'system' (LRE)

- 768 COCO: Do you think they thought about the system?
- 769 NELL: They go too far. If it were I, I wouldn't use *system* but rather *medical*.
- 770 COCO: *Medical treatment* treatment system?
- 771 NELL: Um. But is this *grammatical*?
- 772 COCO: We let them worry about *grammar* but let's write to them that we Wouldn't use *system*. *System* is used for administrative system, something like that? Is it a good idea?
- 773 NELL: That it shouldn't be used with *medical treatment*?
- 774 COCO: That it shouldn't be used with the treatment, but rather used with administration.
- 775 NELL: Okay.

776 COCO: What do you think?

777 NELL: I'm okay with *system* but I wouldn't use it.

778 COCO: Our *comment* seems useless because they have to think for themselves anyway.

Coco and Nell's role of dyadic interaction in this episode was considered collaborative pattern of interaction as both worked together well throughout the episode. They discussed the use of the word 'system' as they did not like the phrase 'medical treatment system' that Kate and Jane used in their writing. Both Coco and Nell thought the phrase sounded strange and wanted to cross the word 'system' out.

#### 4.2.3.1.2 Dominant/Dominant Interaction

From Table 4.11, the dominant/dominant interaction occurred in the episodes 92-94. Let us take episode 92 (see excerpt 25) as an example. Episode 92 includes turn 801-810.

#### Excerpt 25

Episode 92: Discussing the use of 'these days' (LRE)

801 COCO: See, they use *of these days*, too. Here they use *in*. It shouldn't be *these* here, right?

802 NELL: Or *these days* means at present?

803 COCO: Do people commonly use it?

804 NELL: I guess so.



805 COCO: I've heard *this day*.

806 NELL: *These days* is okay, too.

807 COCO: These many days?

808 NELL: It means currently. These many days means at a present time.

809 COCO: I understand what they want to say, but I'm not sure if it's correct.

810 NELL: I see.

#### 4.2.3.1.3 Expert/Novice

From Table 4.11, the expert/novice interaction occurred in the episodes 95, 97, 99 and 100. Let us take episode 99 (see excerpt 26) as an example. Episode 99 includes turn 850-857.

#### Excerpt 26

#### Episode 99: Discussing the present tense and past tense (LRE)

850 COCO: This should be *have* rather than *had*. *Had* is used when they mean something happened in the past. But they put *after* here so it shouldn't mean the past, but it should mean the situation afterwards? [yeah] You see? [I see]. If we say we fried some chicken yesterday and it got burnt afterwards. So it burnt yesterday. Not *after*, but today. [umm] If they emphasize on what happened after the change, should it be *Thailand have been changed*?

851 NELL: *After Thailand*.

852 COCO: *After*

- 853 NELL: I don't know
- 854 COCO: *the regime*. How do we pronounce this word? *In Thailand*.
- 855 NELL: *After the regime*, I see, *people*.
- 856 COCO: *People get people have*. We use *have* because it's the present tense?
- 857 NELL: *Thailand have been changed people*. I really can't comment on this.

#### 4.2.3.2 Emerging Scaffolding Patterns during Dyad 1's Stage III

Table 4.12

*Frequency Of Each Scaffolding Pattern Stage III*

Scaffolding patterns	Frequency	Percentage	Episodes in which patterns emerged
Other-regulated scaffolding (adult)	1	1.43%	73
Other-regulated scaffolding (peer)	29	41.43%	74-80, 82-83, 85-98, 100-102, 104-105
Object-regulated scaffolding (facilitative tools on MS-Word)	1	1.43%	81
Object-regulated scaffolding (Internet)	7	10%	73, 76, 88, 91, 96, 98, 101
Object-regulated scaffolding (Paper dictionary)	2	2.86%	88, 101
Object-regulated scaffolding (prior discussion)	2	2.86%	86, 105

Self-resourcefulness (prior knowledge)	14	20%	75, 77-79, 83, 87, 95, 97-99, 101, 102, 104
Self-resourcefulness (opinion)	12	17.13%	80, 82-85, 87, 90, 94, 99, 102-104
Self-regulated scaffolding	2	2.86%	73, 76
Total	70	100%	

#### 4.2.3.2.1 Other-Regulated Scaffolding (Adult)

From Table 4.12, the other-regulated scaffolding from adults emerged in the episode 73 only (see excerpt 27).

##### Excerpt 27

##### Episode 73: Discussing the Use of the Word 'Compare' (LRE)

- 581 NELL: Our *comments* can be in Thai.
- 582 COCO: Yes. It should be *compare* [What does it mean?] *today everything drastically changed*. It probably means change [Changing.] a lot [Completely?] Um. Compared with [The past] *to that in the past?* Should it be *to that*?
- 583 NELL: *To that*. ((READING ALOUD))
- 584 COCO: Should we delete *to that*?
- 585 NELL: Does it look strange? [Strange.] Right? *When comparing*.
- 586 COCO: Does this sentence look strange to you?
- 587 NELL: Should *comparing* be followed by something? But *compare* doesn't have to be followed by anything.

- 588 COCO: *When comparing or when compare?*
- 589 NELL: I don't know. *Today everything drastically changed when compare...  
ring to when compare.*
- 590 COCO: *When* should be followed by a sentence, right?
- 591 NELL: Um. *When* can be understood in Thai, but I don't know if it's in English? [Um.] *Today everything changed.*
- 592 COCO: It is *compare with*, isn't it? Or they use *compare to* ... I've never heard of *compare to*. [*Compare.*] *to that* [I don't know.] I am not good at it. I will have to use *Google*. Teacher, what do you use with *compare*? ((TEXTING THE TEACHER))
- 593 NELL: *To with* is all right. Here. ((READING A MESSAGE FROM THE TEACHER))
- 594 COCO: Here. *Compare with or compare to*. Oh!
- 595 NELL: We can use both, but different meanings?
- 596 COCO: *In order to decide which city to go, we have to compare them with* [just like in the exercise] Should it be *with each other*? Will there be any answer key?
- 597 NELL: Well...*compare with*.
- 598 COCO: *compare with each other*.
- 599 NELL: Wait, how do we use *compare to*?
- 600 COCO: *Running is good for people* [used with *-ing?*] *who have knee problem*

*compare to running walking*, I see, [followed by a verb] *compare to* is followed by 2 verbs, right?

601 NELL: What did it say?

602 COCO: And then *in order to decide whether we had to compare with each other* and *Eddie compared his math teacher with his English teacher* [compare with another person] *her old boyfriend to her new boyfriend* [confused?] ((LAUGHING))

603 NELL: *Compare her old boyfriend to her new boyfriend* like to nag? Oh, no, That's to *complain*. Stupid me! ((LAUGHING)) *compare compare* one thing to another.

604 COCO: Well, but *with* is used to compare one person to another, too.

605 NELL: Yeah yeah.

606 COCO: Let's look at this Thai content [yeah yeah yeah looking good] without *with he compares me to Dolly* ((READING FROM THE WEBSITES)). Yes, *compare to* is used with persons of the same level?

607 NELL: What about *compare with*?

608 COCO: *mean institute a detailed comparison* *hmm to point out where and I*

609 NELL: Like *compare* one thing to another, but *compare with* is to *compare*.

610 COCO: *So he compares me to Dolly* is when I was like Dolly [I see.] Right? /

*was comparable to her to put me in the same class. He compares me with Dolly means he institutes speed in writing compare with means examine in order to note similarity.*

611 NELL: Is there anything in Thai?

612 COCO: I agree.

613 NELL: Yeah, let's find something in Thai ((LAUGHING)) or is it like what you had explained that *compare with* is used to compare two things.

614 COCO: Is there any *search in Thai*?

615 NELL: There should, wait, let's put *compare with* is and *compare to* *compare with* is used for comparing two things. Our friends shouldn't have used this word.

616 COCO: Well, we don't want to give wrong comment. Compare similar things [for example] *compare you to the moon* [as beautiful as the moon] ((LAUGHING))

617 NELL: Is this good? [yeah] well, to compare.

618 COCO: I see.

619 NELL: So our friends used this wrongly.

620 COCO: Yeah, finally we found something wrong.

621 NELL: Lots of work.

622 COCO: Yeah.

#### 4.2.3.2.2 Other-Regulated Scaffolding (Peer)

From Table 4.12, the other-regulated scaffolding from peers emerged in the episodes 74-80, 82-83, 85-98, 100-102 and 104-105. Take episode 74 (see excerpt 28) below as an example.

##### Excerpt 28

##### Episode 74: Commenting on the peers' use of 'compare' (LRE)

- 623 NELL: Should we cross it out?
- 624 COCO: We can put our comment here. What should we say?
- 625 NELL: Change *compare with* to *compare to*? Or should we write  
*comparing with*?
- 626 COCO: *Comparing*?
- 627 NELL: Or *compare*.
- 628 COCO: I'm not sure.
- 629 NELL: *In the past*?
- 630 COCO: Like this? Are we sure? Maybe not. They can figure it out themselves  
((TYPING)).

#### 4.2.3.2.3 Object-Regulated Scaffolding (Facilitative Tools On MS-Word)

From Table 4.12, the object-regulated scaffolding from facilitative tools on MS-Word emerged in the episode 81 only (see excerpt 29).

##### Excerpt 29

### Episode 81: Focusing on the Suggested Errors by MS-Word (LRE)

677 NELL: Right. Put an -s to *reason*. Should *mankind* be written separately?

678 COCO: If it's wrong, there will be a green line.

679 NELL: *Aspect of*, there, the green line appears.

680 COCO: *I believe life now is better.*

681 NELL: It should be correct. How about -s with *reason*?

#### 4.2.3.2.4 Object-Regulated Scaffolding (Internet)

From Table 4.12, the object-regulated scaffolding from the Internet emerged in the episodes 73, 76, 88, 91, 96, 98 and 101. Take episode 88 (see excerpt 30) below as an example.

#### Excerpt 30

### Episode 88: Discussing the word choices (LRE)

750 NELL: there are

751 COCO: yeah.

752 NELL: No more correction. We put -s at new developed technologies.

753 COCO: Many new developed therefore therefore technology

754 NELL: Improved.

755 COCO: Improve is to make better.

756 NELL: Should there be anything? -ed?

757 COCO: I don't think so. They want to say.

758 NELL: I see. They want to say that technology improves medical treatment?



- 759 COCO: Yes, but is it grammatical?
- 760 NELL: Technologies can improve the system of medical treatment.
- 761 COCO: It's okay, isn't it?
- 762 NELL: Or strange?
- 763 COCO: Is it the same as developed?
- 764 NELL: Develop improve develop improve improve improve.
- 765 COCO: Solve the problem?
- 766 NELL: They are the same?
- 767 COCO: They share the same meaning, but that mean solving the system,  
improve the system?

#### ***4.2.3.2.5 Object-Regulated Scaffolding (Prior Discussion)***

From Table 4.12, the object-regulated scaffolding from previous discussion emerged in the episodes 86 and 105. Below is an example from the episode 86 (see excerpt 31).

#### ***Excerpt 31***

#### **Episode 86: Discussing the word choice (LRE)**

- 713 NELL: Another reason is that.
- 714 COCO: Medication?
- 715 NELL: Medical medical means pills.
- 716 COCO: Medication means medicine?
- 717 NELL: Medicines. I think we also used this, but I don't remember what we

put.

718 COCO: Last time we used medical science

719 NELL: yeah, is it right?

720 COCO: It should be.

721 NELL: It should be right because we followed the heading, right?

722 COCO: I think so.

#### ***4.2.3.2.6 Object-Regulated Scaffolding (Paper Dictionary)***

From Table 4.12, the object-regulated scaffolding from paper dictionary emerged in the episodes 88, and 101. Below is an example from the episode 101 (see excerpt 32).

#### ***Excerpt 32***

#### **Episode 101: Encountering a new word 'disturb' (LRE)**

865 COCO: Does *disturb* mean bother?

866 NELL: Yeah. It's like to stop someone from doing something.

867 COCO: Can we use *disturb*? [I don't know.] *Disturb* mean bother, not annoy.

868 NELL: To block someone from doing. *Disturb*? *People* should have  
freedom to think and do what they want as long as it is not disturbed.

869 COCO: No, as long as it doesn't disturb others.

870 NELL: Right. It doesn't bother others?

#### 4.2.3.2.7 Self-Resourcefulness (Opinion)

From Table 4.14, the self-resourcefulness scaffolding from opinions emerged in the episodes 80, 82-85, 87, 90, 94, 99 and 102-104. Take episode 102 (see excerpt 33) below as an example.

#### *Excerpt 33*

#### **Episode 102: Discussing redundancy (LRE)**

871 COCO: Moreover different aspects and opinions of people. Aspect is already there, so opinion shouldn't be there.

872 NELL: Yeah, redundant? Moreover different aspect.

873 COCO: Help country.

874 NELL: Moreover, people's diverse opinions help the country step forward.

875 COCO: Should we use help or make?

876 NELL: Moreover different aspects of people make.

877 COCO: Make sounds better.

878 NELL: Make people make the country grow stronger or strongly.

879 COCO: If grow is there, there shouldn't be stronger.

880 NELL: Grow stronger.

881 COCO: Grow strongly? Is there a word strongly?

882 NELL: Yes.

#### 4.2.3.2.8 Self-Resourcefulness (Prior Knowledge)

From Table 4.12, the self-resourcefulness scaffolding from prior knowledge emerged in the episodes 75, 77-79, 83, 87, 95, 97-99, 101, 102 and 104. An example of this pattern can be seen from episode 104 (see excerpt 34).

##### *Excerpt 34*

##### **Episode 104: Discussing the plural noun (LRE)**

- 885 COCO: For three reason I strongly believe.
- 886 NELL: This should be correct because it follows the form but there should be an -s on reason. I can edit something easy like this.
- 887 COCO: Minor mistakes can't slip away.
- 888 NELL: Three reasons.
- 889 COCO: Life now is better than than or that?
- 890 NELL: Than.
- 891 COCO: Than it was.

#### 4.2.3.2.9 Self-Regulated Scaffolding

From Table 4.12, the self-regulated scaffolding from adults emerged in the episodes 73 and 76. Let us take a look at episode 73 (see excerpt 35).

##### *Excerpt 35*

##### **Episode 73: Discussing the use of the word 'compare' (LRE)**

- 851 NELL: Our *comments* can be in Thai.
- 852 COCO: Yes. It should be *compare* [What does it mean?] *today everything*

*drastically changed*. It probably means change [Changing.] a lot  
 [Completely?] Um. Compared with [The past] *to that in the past?*  
 Should it be *to that*?

- 853 NELL: *To that*. ((READING ALOUD))
- 854 COCO: Should we delete *to that*?
- 855 NELL: Does it look strange? [Strange.] Right? *When comparing*.
- 856 COCO: Does this sentence look strange to you?
- 857 NELL: Should *comparing* be followed by something? But *compare* doesn't  
 have to be followed by anything.
- 858 COCO: *When comparing* or *when compare*?
- 859 NELL: I don't know. *Today everything drastically changed when compare...*  
*ring to when compare*.
- 860 COCO: *When* should be followed by a sentence, right?
- 861 NELL: Um. *When* can be understood in Thai, but I don't know if it's in  
 English? [Um.] *Today everything changed*.
- 862 COCO: It is *compare with*, isn't it? Or they use *compare to* ... I've never  
 heard of *compare to*. [*Compare.*] *to that* [I don't know.] I am not  
 good at it. I will have to use *Google*. Teacher, what do you use with  
*compare*? ((TEXTING THE TEACHER))
- 863 NELL: *To with* is all right. Here. ((READING A MESSAGE FROM THE  
 TEACHER))

- 864 COCO: Here. *Compare with or compare to*. Oh!
- 865 NELL: We can use both, but different meanings?
- 866 COCO: *In order to decide which city to go, we have to compare them with*  
 [just like in the exercise] Should it be *with each other*? Will there be  
 any answer key?
- 867 NELL: Well...*compare with*.
- 868 COCO: *compare with each other*.
- 869 NELL: Wait, how do we use *compare to*?
- 870 COCO: *Running is good for people* [used with *-ing?*] *who have knee problem*  
*compare to running walking*, I see, [followed by a verb] *compare to* is  
 followed by 2 verbs, right?
- 871 NELL: What did it say?
- 872 COCO: And then *in order to decide whether we had to compare with each*  
*other and Eddie compared his math teacher with his English teacher*  
 [compare with another person] *her old boyfriend to her new*  
*boyfriend* [confused?] ((LAUGHING))
- 873 NELL: *Compare her old boyfriend to her new boyfriend* like to nag? Oh, no,  
 That's to *complain*. Stupid me! ((LAUGHING)) *compare compare* one  
 thing to another.
- 874 COCO: Well, but *with* is used to compare one person to another, too.
- 875 NELL: Yeah yeah.

- 876 COCO: Let's look at this Thai content [yeah yeah yeah looking good] without  
*with he compares me to Dolly* ((READING FROM THE WEBSITES)). Yes,  
*compare to* is used with persons of the same level?
- 877 NELL: What about *compare with*?
- 878 COCO: *mean institute a detailed comparison hmm to point out where and I*
- 879 NELL: Like *compare* one thing to another, but *compare with* is to  
*compare.*
- 880 COCO: So *he compares me to Dolly* is when I was like Dolly [I see.] Right? *I*  
*was comparable to her to put me in the same class. He compares*  
*me with Dolly means he institutes speed in writing compare with*  
*means examine in order to note similarity.*
- 881 NELL: Is there anything in Thai?
- 882 COCO: I agree.
- 883 NELL: Yeah, let's find something in Thai ((LAUGHING)) or is it like what you  
had explained that *compare with* is used to compare two things.
- 884 COCO: Is there any *search in Thai*?
- 885 NELL: There should, wait, let's put *compare with* is and *compare to*  
*compare with* is used for comparing two things. Our friends shouldn't  
have used this word.
- 886 COCO: Well, we don't want to give wrong comment. Compare similar things

[for example] *compare you to the moon* [as beautiful as the moon]

((LAUGHING))

887 NELL: Is this good? [yeah] well, to compare.

888 COCO: I see.

889 NELL: So our friends used this wrongly.

890 COCO: Yeah, finally we found something wrong.

891 NELL: Lots of work.

892 COCO: Yeah.





### 4.2.3.3 Dyad1's Comments of Peers' Paragraph From Stage III

Figure 4.3 Coco's and Nell's Written Comment for Dyad 3's (Kate And Jane)

#### Paragraph

##### Life now is better than it was 100 years ago

Today, everything drastically changes when comparing to that in the past. (When compare with in the past ไม่แนใจ แต่ คอมพิวเตอร์ ทุ แปลว่า เปรียบเหมือนอ่า แต่ถ้าคอมพิวเตอร์วิธ จะแปลว่าเปรียบเทียบนะจ้จ้า ( Technologies invented by mankind improve every aspect in human life like ways of communication, fashion and even medication. (Technologies invented by mankind, improve every aspect of human life such as a communication, fashion and also medication.) Thus, I believe that life now is better than it was 100 years ago for 3 reason. (reasons) Firstly, Technology is convenient than 100 years ago. (convenient) For example when you want some information instead of going out to search for information at the library, today you can surf the internet anywhere you want. (For example, when you want some information, you can ..... instead of going out to search for information at the library) Another reason is that the medication is better than 100 years ago. (very good) As you can see that today, there are many new developed technologies. (As you can see that today there.....) Therefore, the technologies can improve the system of medical treatment. (ตามแกรมม่า น่าจะถูกต้องจ๊ะ แต่ว่า ถ้าเป็นเราเราจะไม่เขียน system เพราะมันดูเป็นเหมือนระบบที่ไม่เกี่ยวข้องกับการรักษา แต่น่าจะเกี่ยวกับระบบ การจัดการบริหารแต่ แล้วแต่ว่าจะสื่ออะไรนะคะ เราก็ไม่มั่นใจจ๊ะ (. According to the information I have given above, the possibility of succession in performing medical treatment of these day is higher than the medical treatment in the past. (according to that reason/as a result...ดูแล้วไม่น่าจะเป็น Info แต่น่าจะเป็น เหมือน ความคิดเห็นมากกว่าค่ะที่กล่าวมา ส่วนคำว่า I have given above ก็ไม่ต้องใส่อาจจะดีกว่าก็ได้ค่ะ ,the possibility of succession in medical treatment performing today is more than in the past). Last but not least, changing of regime give more freedom for people to express their opinions. (Give more freedom to people for express their opinions.) After Thailand had changed the regime from monarchy to democracy, It gave people rights to think and do anything you want as long as it does not disturb others' right. (After the regime in Thailand have been changed...,people have right to think and do anything they want as long as it does not disturb others' right.) Moreover, different aspects and opinions of people help countries to grow stronger. (aspects/opinion of people make the country grow strongly/to be stronger) For these three reason, I strongly believe that life now is better that it was 100 years ago. (Reasons.... than it was....)

Overall comment(s): ทำได้ดีแล้วนะคะ ใช้ศัพท์ แบบต้อง เปิดปุ้บก็กลั่นเลยทีเดียวนะ แต่ก็มีเรื่อง แกรมมามานิดนึง แต่พวกเราก็ไม่ค่อยแนใจ ให้พวกตัว ไปเลือกและพิจารณา อีกทีนะคะๆ จู๊ปู้ๆ จู๊บๆอย่าโกรธกันน้า >..<

#### 4.2.4 Dyad 1's (Coco-Nell) Scaffolding Patterns during Stage IV (Revising)

There are a total of 10 episodes in the Revising Stage. Table 4.13 below shows the summary of the findings in this Stage IV.

Table 4.13

*Summary of the Findings in the Revising Stage (Stage IV) of Dyad 1*

Episode	Type of episode	Activity	Turn	Role of interaction	Scaffolding patterns
106	LRE/ TRE	Reading the overall comment	897- 904	Collaborative	Other-regulated (peer) Self-resourcefulness (prior knowledge)
107	CRE/ LRE	Deciding whether to change according to comments	905- 917	Collaborative	Other-regulated (peer) Object-regulated (prior discussion) Self-regulated
108	CRE/ LRE	Deciding whether to change according to comments	918- 927	Dominant/ Dominant	Other-regulated (adult) Other-regulated (peer) Self-resourcefulness (prior knowledge)
109	LRE	Discussing the plural noun	928- 938	Dominant/ Dominant	Other-regulated (peer)
110	LRE	Searching online sources for grammatical knowledge of noun	939- 966	Dominant/ Dominant	Other-regulated (adult) Other-regulated (peer) Object-regulated (Internet) Object-regulated

					(paper dictionary) Object-regulated (prior discussion) Self-regulated
111	LRE	Expressing self-confidence	967-976	Dominant/ Dominant	Other-regulated (peer) Object-regulated (class notes)
112	CRE/ LRE	Criticizing peers' comments	977-994	Dominant/ Dominant	Other-regulated (adult) Other-regulated (peer)
113	CRE/ LRE	Agreeing with peers' comments	995-1007	Collaborative	Other-regulated (peer)
114	LRE	Returning to the unsolved error	1008-1015	Collaborative	Other-regulated (peer) Object-regulated (prior discussion)
115	CRE/ LRE	Revising the concluding sentence	1016-1026	Collaborative	Other-regulated (adult) Other-regulated (peer)

Table 4.14

*Frequency of Each Type of Episode in Stage IV*

Type of episode	Frequency	Percentage
CRE	5	31.25%
LRE	10	62.5%
TRE	1	6.25%
Total	16	100%

#### 4.2.4.1 Role of Interaction of Dyad 1's Stage IV

Table 4.15

*Frequency of Each Role of Interaction in Dyad 1's Revising*

Role of interaction	Frequency	Percentage	Number of episodes
Collaborative	5	50%	106-107, 113-115
Dominant/ Dominant	5	50%	108-112
Total	10	100%	

##### 4.2.4.1.1 Collaborative

From Table 4.15, the collaborative interaction emerged in the episodes 106-107 and 113-115. Take episode 101 (see excerpt 36) below as an example.

##### *Excerpt 36*

##### **Episode 107: Deciding whether to change according to comments (CRE/LRE)**

905 COCO: Are we going to change it?

906 NELL: We don't have to. Arrogant and proud.

907 COCO: *Medical science is one of thing.*

908 NELL: *One of the thing*

909 COCO: Are we going to change *that*?

910 NELL: I think so. It will look better.

911 COCO: *One of the thing that have been* is what we had discussed too, right?

[Yeah] Whether we should put *the* or not?

- 912 NELL: *One of the*
- 913 COCO: *That have been being developed the researcher of*  
*Massachusetts. This sounds familiar.*
- 914 NELL: Yes, it's a state.
- 915 COCO: Right? *institute*
- 916 NELL: Wait, a state or a school? Whatever.
- 917 COCO: *found the cancer killing medical called cancer smart bomb that. Why*  
*are we reading our work? Why don't we read our friends comments?*

#### **4.2.4.1.2 Dominant/Dominant**

From Table 4.15, the dominant/dominant interaction emerged in the episodes 108-112. Take episode 112 (see excerpt 37) below as an example.

#### **Excerpt 37**

#### **Episode 112: Criticizing peers' comments**

- 977 COCO: Liberty is
- 978 NELL: Liberty is a singular noun.
- 979 COCO: Well...because we mentioned liberty alone, excluding...
- 980 NELL: Nobody understands us.
- 981 COCO: The teacher must understand us because she is listening. When  
*people have more education knowledge and have more attention in*  
*liberty of them and other.*
- 982 NELL: Why are we wrong?

- 983 COCO: I don't know.
- 984 NELL: When people have more education and They change ours into  
comma knowledge
- 985 COCO: We wanted to say that when people have more education and  
knowledge, they will...
- 986 NELL: it will make them
- 987 COCO: become [well] more attentive to their own liberty and that of others  
and then then peace is the most wanted. Let's change it to then. In  
fact [umm] they don't understand us or we are confused.
- 988 NELL: They don't understand us. When people have more education and  
knowledge or we should start a new sentence like they will [get] they  
will have more? [they] We don't follow our friends' comments, but  
we'll rewrite this ((LAUGHING))
- 989 COCO: they will have
- 990 NELL: they will have
- 991 COCO: more attention
- 992 NELL: attention in liberty of them.
- 993 COCO: Of them and others and it should be then peace is the most wanted  
come so everyone has more freedom to live.
- 994 NELL: Umm people have more education and knowledge. ((READING  
ALoud))

#### 4.2.4.2 Emerging Scaffolding Patterns during Dyad 1's Stage IV

This section discusses patterns of scaffolding that emerged from the conversation of the first dyad, Coco and Nell, in their writing stage IV, which is the revising stage. During this stage, the participants received feedback and comments from Dyad 2 (Chaz and Mick). Coco and Nell tried to revising their paragraph both according to such comments and their own revisions.

Table 4.16

*Frequency of Each Scaffolding Pattern that Emerged in Dyad 1's Revising*

Scaffolding patterns	Frequency	Percentage	Episodes in which patterns emerged
Other-regulated scaffolding (adult)	4	16.67%	108, 110, 112, 115
Other-regulated scaffolding (peer)	11	45.83%	106-115
Object-regulated scaffolding (class notes)	1	4.17%	111
Object-regulated scaffolding (Internet)	1	4.17%	110
Object-regulated scaffolding (paper dictionary)	1	4.17%	110
Object-regulated scaffolding (prior discussion)	2	8.33%	107, 110
Self-resourcefulness (prior knowledge)	2	8.33%	106, 108
Self-regulated scaffolding	2	8.33%	107, 110
Total	24	100%	

#### ***4.2.4.2.1 Other-Regulated Scaffolding (Adult)***

From Table 4.16, the other-regulated scaffolding (adult) emerged in the episodes 108, 110, 112, 115. Take episode 108 (see excerpt 38) below as an example.

##### ***Excerpt 38***

##### **Episode 108: Deciding whether to change according to comments**

918 NELL: Second life now is more convenient convenience is not unnecessary.

What's this? [Here] It means we shouldn't put not?

919 COCO: Yeah, no, no, we wanted to say that convenience

920 NELL: Is it necessary?

921 COCO: is not unnecessary. You see?

922 NELL: I see, but they don't understand us.

923 COCO: Yes, or we are too?

924 NELL: Confusing. We can say convenience is necessary.

925 COCO: No, no, no, this would be too simple. If we stick with what we had, I

think the teacher would understand us. Teacher, do you understand

us? I've seen this kind of sentences on GAT PAT national test

examination questions.

926 NELL: Yeah, like multiple choice distractors.

927 COCO: Yes.

#### ***4.2.4.2.2 Other-Regulated Scaffolding (Peer)***

From Table 4.16, the other-regulated scaffolding (peer) emerged in the episodes 106-115. Take episode 108 (see excerpt 38) below as an example.



*Excerpt 39***Episode 107: Deciding whether to change according to comments (CRE/LRE)**

905 COCO: Are we going to change it?

906 NELL: We don't have to. Arrogant and proud.

907 COCO: *Medical science is one of thing.*

908 NELL: *One of the thing*

909 COCO: Are we going to change *that*?

910 NELL: I think so. It will look better.

911 COCO: *One of the thing that have been* is what we had discussed too, right?

[Yeah] Whether we should put *the* or not?

912 NELL: *One of the*

913 COCO: *That have been being developed the researcher of*

*Massachusetts.* This sounds familiar.

914 NELL: Yes, it's a state.

915 COCO: Right? *institute*

916 NELL: Wait, a state or a school? Whatever.

917 COCO: *found the cancer killing medical called cancer smart bomb that.* Why

are we reading our work? Why don't we read our friends comments?

#### 4.2.4.2.3 Object-Regulated Scaffolding (Internet)

From Table 4.16, the object-regulated scaffolding (Internet) emerged in the episode 110 only. Therefore, let us look at the episode 110 (see excerpt 40) below as an example.

##### Excerpt 40

##### Episode 110: Searching online sources for grammatical knowledge of noun (LRE)

- 939 NELL: Let's search.
- 940 COCO: *Google*, again?
- 941 NELL: *Vision vision vision are there*. It's simple. It doesn't need -s.
- 942 COCO: Really? Try it with an -s? It does.
- 943 NELL: No. It's not *their vision*.
- 944 COCO: *Their brain* means many brains? [I see] Or each person has one brain.
- 945 NELL: *Their vision* should add an -s? Because it's a noun?
- 946 COCO: You've have just said that there should be no -s a minute ago.
- 947 NELL: There should be an -s because *their vision is their vision*.
- 948 COCO: No, but *their [their vision] their* doesn't mean many but *their* means [they] means theirs.
- 949 NELL: Wait, for example, *their vision is best for movement* means each of them has one *vision* like which is the same *vision*?
- 950 COCO: *Their* doesn't mean many but it means theirs [their thing]. Are we thinking too much?

- 951 NELL: If we think that way, we should put an *-s*? *Their*. ((LAUGHING))
- 952 COCO: Here, it's a singular noun, *their vision is best*. Let's use it.
- 953 NELL: Yes yes.
- 954 COCO: What type of noun is it?
- 955 NELL: *Vision vision their vision?* Is *their* spelled correctly?
- 956 COCO: What can follow *their idea idea*. There can be many ideas.
- 957 NELL: *Their their*. What is it?
- 958 COCO: How about *their brain*? Yes, it's correct. What type of noun is *vision*?
- 959 NELL: *Vision*.
- 960 COCO: *Vision* sight.
- 961 NELL: Ability to see.
- 962 COCO: Please tell me what type of noun it is. It's not in the dictionary? We  
can't give up; we have to be thorough.
- 963 NELL: It tells us the noun type? Common noun.
- 964 COCO: Let's try *sugar*, will it list an *uncountable noun*? *Water*? Teacher, is  
*vision* a countable noun?
- 965 NELL: It should be. *Vision* belongs to each person, just like what *idea* does.  
Right?
- 966 COCO: So why is it when we *searched* here [Well] *their vision* with an *-s* is  
not underlined?

#### 4.2.4.2.4 Object-Regulated Scaffolding (Prior Discussion)

From Table 4.16, the object-regulated scaffolding (prior discussion) emerged in the episodes 107 and 110. Take episode 107 (see excerpt 41) below as an example.

##### Excerpt 41

##### Episode 107: Deciding whether to change according to comments (CRE/LRE)

- 905 COCO: Are we going to change it?
- 906 NELL: We don't have to. Arrogant and proud.
- 907 COCO: *Medical science is one of thing.*
- 908 NELL: *One of the thing*
- 909 COCO: Are we going to change *that*?
- 910 NELL: I think so. It will look better.
- 911 COCO: *One of the thing that have been* is what we had discussed too, right?  
[Yeah] Whether we should put *the* or not?
- 912 NELL: *One of the*
- 913 COCO: *That have been being developed the researcher of Massachusetts.* This sounds familiar.
- 914 NELL: Yes, it's a state.
- 915 COCO: Right? *institute*
- 916 NELL: Wait, a state or a school? Whatever.
- 917 COCO: *found the cancer killing medical called cancer smart bomb that.* Why

are we reading our work? Why don't we read our friends comments?

#### ***4.2.4.2.5 Object-Regulated Scaffolding (Class Notes)***

##### ***Excerpt 42***

##### **Episode 111: Expressing self-confidence**

- 967 COCO: The last and the most important reason is when we have more knowledge. The last and the most important reason. Oops, why did we leave out is? They said we should add is.
- 968 NELL: Wait, were we clear on the last point?
- 969 COCO: No, but let's skip it for now.
- 970 NELL: When we have more knowledge.
- 971 COCO: They said we should add is.
- 972 NELL: The last and the most important reason is is okay, too? With or without is is acceptable [yeah] According to the class handout, we can just use a comma.
- 973 COCO: We don't have to change it?
- 974 NELL: Not really.
- 975 COCO: Actually, we might not be correct, but.
- 976 NELL: Here we go again ((READING ALOUD))

#### 4.2.4.2.6 Object-Regulated Scaffolding (Paper Dictionary)

##### Excerpt 43

Episode 110: Searching online sources for grammatical knowledge of noun (LRE)

- 939 NELL: Let's search.
- 940 COCO: *Google*, again?
- 941 NELL: *Vision vision vision are there*. It's simple. It doesn't need -s.
- 942 COCO: Really? Try it with an -s? It does.
- 943 NELL: No. It's not *their vision*.
- 944 COCO: *Their brain* means many brains? [I see] Or each person has one brain.
- 945 NELL: *Their vision* should add an -s? Because it's a noun?
- 946 COCO: You've have just said that there should be no -s a minute ago.
- 947 NELL: There should be an -s because *their vision is their vision*.
- 948 COCO: No, but *their [their vision] their* doesn't mean many but *their* means [they] means theirs.
- 949 NELL: Wait, for example, *their vision is best for movement* means each of them has one *vision* like which is the same *vision*?
- 950 COCO: *Their* doesn't mean many but it means theirs [their thing]. Are we thinking too much?
- 951 NELL: If we think that way, we should put an -s? *Their*. ((LAUGHING))
- 952 COCO: Here, it's a singular noun, *their vision is best*. Let's use it.
- 953 NELL: Yes yes.

- 954 COCO: What type of noun is it?
- 955 NELL: *Vision vision their vision? Is their spelled correctly?*
- 956 COCO: What can follow *their idea idea*. There can be many ideas.
- 957 NELL: *Their their*. What is it?
- 958 COCO: How about *their brain*? Yes, it's correct. What type of noun is *vision*?
- 959 NELL: *Vision*.
- 960 COCO: *Vision* sight.
- 961 NELL: Ability to see.
- 962 COCO: Please tell me what type of noun it is. It's not in the dictionary? We can't give up; we have to be thorough.
- 963 NELL: It tells us the noun type? Common noun.
- 964 COCO: Let's try *sugar*, will it list an *uncountable noun*? *Water*? Teacher, is *vision* a countable noun?
- 965 NELL: It should be. *Vision* belongs to each person, just like what *idea* does. Right?
- 966 COCO: So why is it when we *searched* here [Well] *their vision* with an -s is not underlined?

#### 4.2.4.2.7 Self-Resourcefulness (Prior Knowledge)

From Table 4.16, the self-resourcefulness (prior knowledge) emerged in the episodes 106 and 108. Take episode 106 (see excerpt 44) below as an example.

**Excerpt 44****Episode 106: Reading the overall comment (TRE/LRE)**

897 NELL: Now, let's work on revising our paragraph.

898 COCO: It shouldn't be difficult. Just follow the *guidelines*. *Your paragraph overall is good that makes ... first reason.*

899 NELL: *First reason, human human* needs to add *-s*? Does it really?

900 COCO: Really? I never knew that *human* can have an *-s*?

901 NELL: *Many human.*

902 COCO: *Has more opportunity to survive.* The teacher said that we could change it or keep it. If we are not going to change it, what do we have to do?

903 NELL: No. I can just write a new *paragraph*. [I see. *Rewrite?*] Yes.

904 COCO: Just delete it.

**4.2.4.2.8 Self-Regulated Scaffolding**

From Table 4.16, the self-regulated emerged in the episodes 107 and 110.

Take episode 107 (see excerpt 45) below as an example.

**Excerpt 45****Episode 107: Deciding whether to change according to comments (CRE/LRE)**

905 COCO: Are we going to change it?

906 NELL: We don't have to. Arrogant and proud.

907 COCO: *Medical science is one of thing.*



908 NELL: *One of the thing*

909 COCO: Are we going to change *that*?

910 NELL: I think so. It will look better.

911 COCO: *One of the thing that have been* is what we had discussed too, right?

[Yeah] Whether we should put *the* or not?

912 NELL: *One of the*

913 COCO: *That have been being developed the researcher of Massachusetts.* This sounds familiar.

914 NELL: Yes, it's a state.

915 COCO: Right? *institute*

916 NELL: Wait, a state or a school? Whatever.

917 COCO: *found the cancer killing medical called cancer smart bomb that.* Why are we reading our work? Why don't we read our friends comments?

#### 4.2.4.3 Dyad1's revised paragraph from Stage IV

Figure 4.4 Coco's and Nell's Final Revision

**Life now is better than it was 100 years ago**

For 100 years, everything has been being developed such as sciences, technology and society. We agree if some say life now is better than it was 100 years ago. First reason, human has more opportunity to survive from illness. Medical Science is one of the things that have been being developed. The researchers of Massachusetts Institute of technology (MIT) found the cancer-killing medical called "Cancer smart bomb" that can heal cancer patient. Second, life now is more convenient. Convenient is not unnecessary. It makes individual life better, for example, the communication which is now much better than the past. People can communicate with each other easily and can get a new knowledge that opens their visions. When we have more knowledge, life is actually better. The last and the most important reason, people now have a liberty to live. Liberty is the basic right for human. When people have more education and knowledge, they will have more attention in liberty of them and others, then peace which is the most wanted comes, so everyone has more freedom to live. According to these three reasons, we have a developed science, society and technology, therefore life now is better than it was 100 years ago.

#### 4.2.5 Dyad 2's (Chaz and Mick) scaffolding patterns during Stage III (Peer-reviewing)

There are a total of 12 episodes in the Peer-reviewing Stage. Table 4.17 below shows the summary of the findings in this Stage III of Dyad 2.

Table 4.17

*Summary of the Findings in the Peer-Reviewing Stage (Stage III) of Dyad 2*

Episode	Type of episode	Activity	Turn	Role of interaction	Scaffolding patterns
1	TRE	Initiating and planning the peer review task	1-9	Collaborative	Other-regulated (peer) Self-regulated
2	LRE	Checking singular and plural noun	10-16	Collaborative	Other-regulated (peer) Object-regulated (paper dictionary)
3	LRE	Discussing the use of fixed phrases	17-18	Collaborative	Other-regulated (peer) Self-resourcefulness (prior knowledge)
4	LRE	Discussing word forms	19-24	Collaborative	Other-regulated (peer) Self-resourcefulness (prior knowledge)
5	LRE	Checking the plural noun	25-26	Dominant/ Passive	Other-regulated (peer) Object-regulated (paper dictionary) Self-resourcefulness (prior knowledge)
6	LRE	Adding the main verb	27-30	Dominant/ Passive	Object-regulated (paper dictionary) Self-resourcefulness

					(prior knowledge)
7	LRE	Discussing the plural noun	31-33	Collaborative	Other-regulated (peer) Self-resourcefulness (prior knowledge)
8	LRE	Discussing the sentence component	34-41	Dominant/Passive	Other-regulated (peer) Self-resourcefulness (prior knowledge) Self-resourcefulness (opinion)
9	LRE	Discussing subject-verb agreement	42-45	Dominant/Dominant	Other-regulated (peer) Self-resourcefulness (prior knowledge) Self-resourcefulness (opinion)
10	LRE	Discussing the sentence component	46-49	Dominant/Dominant	Other-regulated (peer) Self-resourcefulness (opinion)
11	CRE/ LRE	Writing comments in English	50-65	Collaborative	Other-regulated (peer) Object-regulated (prior discussion)
12	LRE	Reviewing their own comments	66-74	Collaborative	Other-regulated (peer) Self-resourcefulness (prior knowledge)

					Self- resourcefulness (opinion)
--	--	--	--	--	---------------------------------------

Table 4.18

*Frequency of Each Type of Episode*

Type of episode	Frequency	Percentage
CRE	1	7.69%
LRE	11	84.62%
TRE	1	7.69%
Total	13	100%

**4.2.5.1 Role of interaction of Dyad 2's Stage III**

Table 4.19

*Frequency of Each Role of Interaction in Dyad 2's Peer-Reviewing*

Role of interaction	Frequency	Percentage	Number of episodes
Collaborative	7	58.33%	1-4, 7, 11-12
Dominant/Dominant	2	16.67%	9-10
Dominant/Passive	3	25%	5-6, 8
Total	12	100%	

#### 4.2.5.2 Collaborative (1-4, 7, 11-12)

##### Excerpt 46

##### Episode 1: Initiating and planning the peer review task (TRE)

- 1 MICK: What should we do?
- 2 CHAZ: Commenting.
- 3 MICK: Revising.
- 4 CHAZ: How should we revise this?
- 5 MICK: *For 100 years.*
- 6 CHAZ: Revising sentence by sentence.
- 7 MICK: What should we do ((STRETCHING))?
- 8 CHAZ: If the writing is not wrong, we don't need to edit it, right?
- 9 MICK: Look at each sentence?

#### 4.2.5.3 Dominant/Dominant (9-10)

##### Excerpt 47

##### Episode 9: Discussing subject-verb agreement (LRE)

- 42 MICK: According to these three reasons, we have a developed  
science, society and technology, life now is better than it was 100  
years ago. ((REDOING THE TYPING))
- 43 CHAZ: I think this is correct.
- 44 MICK: Can we use According to these three reasons and then comma, then  
have science, society and technology that make?' *make* with an *-s*?
- 45 CHAZ: No. No *-s*.

#### *4.2.5.4 Dominant/Passive (5, 6, 8)*

##### *Excerpt 48*

##### **Episode 6: Adding the main verb (LRE)**

27 MICK: ((READING ALOUD)) When we have more knowledge, life is actually better. The last and the most important reason, people now have a liberty to live.

28 CHAZ: ((STILL LOOKING UP THE WORD VISION IN THE DICTIONARY))

29 MICK: We should add an is here too. I remember the rule. ((TYPING TO EDIT)) The last and the most important reason is

30 CHAZ: ((STILL LOOKING UP THE WORD VISION IN THE DICTIONARY))

#### *4.2.5.5 Emerging scaffolding patterns during Dyad 2's Stage III*

This section discusses patterns of scaffolding that emerged from the conversation of the second dyad, Chaz and Mick, in their writing stage III, which is the peer-reviewing stage. During this stage, the participants looked at Coco and Nell's work and gave feedback and comments.

Table 4.20

*Frequency of Each Scaffolding Pattern that Emerged in Dyad 2's Peer-Reviewing*

Scaffolding patterns	Frequency	Percentage	Episodes in which patterns emerged
Other-regulated scaffolding (peer)	11	40.74%	1-5, 7-12
Object-regulated scaffolding (paper dictionary)	3	11.12%	2, 5, 6
Object-regulated scaffolding (prior discussion)	1	3.70%	11
Self-resourcefulness (prior knowledge)	7	25.93%	3-8, 12
Self-resourcefulness (opinion)	4	14.81%	8, 9, 10, 12
Self-regulated scaffolding	1	3.70%	1
Total	27	100%	

#### *4.2.5.5.1 Other-Regulated Scaffolding (Peer) (1-5, 7-12)*

##### *Excerpt 49*

##### **Episode 4: Discussing word forms (LRE)**

- 19 MICK: ((READING ALOUD)) The researchers of Massachusetts Institute of technology (MIT) found the cancer-killing medical. Does medical mean medical profession?
- 20 CHAZ: Yes.
- 21 MICK: Should it be medically?
- 22 CHAZ: It seems OK. medical called



23 MICK: ((READING ALOUD)) medical called “Cancer smart bomb” that can  
heal cancer patient.

24 CHAZ: OK?

#### 4.2.5.5.2 Object-Regulated Scaffolding (Prior Discussion)

##### Excerpt 50

##### Episode 11: Writing comments in English (CRE/LRE)

50 CHAZ: We have to give comments on their overall paragraph  
first. What should we say?

51 MICK: Here ((CONTINUING TYPING)) *We have checked* and then what?

52 CHAZ: *Your paragraph.*

53 MICK: *Already.* Should we say whether *the paragraph overall is good or not*  
*good.*

54 CHAZ: We should say *is good.*

55 MICK: It's so *good that* it's too hard for us to revise it.

56 CHAZ: *that make us hard.*

57 MICK: *to*

58 CHAZ: *make us hard to.*

59 MICK: *to prove*

60 CHAZ: *to prove*

61 MICK: *to prove your essay*

62 CHAZ: They did well *overall*, right?

63 MICK: Is this OK?

64 CHAZ: Yeah, this is good enough.

65 MICK: *Save* it now?

66 CHAZ: And then?

#### **4.2.5.5.3 Object-Regulated (Paper Dictionary) (2, 5, 6)**

##### **Excerpt 52**

##### **Episode 2: Checking singular and plural noun (LRE)**

10 CHAZ: Is *human* a *plural* or *singular* noun?

11 MICK: Is *human* a singular noun?

12 CHAZ: ((GRABBING A PAPER DICTIONARY)) Let's look it up.

13 MICK: ((LOOKING OUT THE WINDOW))

14 CHAZ: Should we add an *-s* then?

15 MICK: ((LOOKING UP A WORD IN THE DICTIONARY THAT CHAZ FOUND AND  
TYPING THE REVISION AT THE END OF THE SENTENCE)) Let's revise this,  
so it shows that we have some comments. Do we need to type the  
whole sentence?

16 CHAZ: ((NODDING)) Maybe.

#### **4.2.5.5.4 Self-Resourcefulness (Prior Knowledge) (3-8, 12)**

##### **Excerpt 53**

##### **Episode 4: Discussing word forms (LRE)**

19 MICK: ((READING ALOUD)) The researchers of Massachusetts Institute of  
 technology (MIT) found the cancer-killing medical. Does medical mean  
 medical profession?

20 CHAZ: Yes.

21 MICK: Should it be medically?

22 CHAZ: It seems OK. medical called

23 MICK: ((READING ALOUD)) medical called “Cancer smart bomb” that can  
 heal cancer patient.

24 CHAZ: OK?

#### *4.2.5.5.5 Self-Resourcefulness (Opinion) (8, 9, 10, 12)*

#### *Excerpt 54*

#### **Episode 9: Discussing subject-verb agreement (LRE)**

42 MICK: According to these three reasons, we have a developed science,  
 society and technology, life now is better than it was 100 years ago.

((REDOING THE TYPING))

43 CHAZ: I think this is correct.

44 MICK: Can we use According to these three reasons and then comma, then  
 have science, society and technology that make?’ *make* with an *-s*?

45 CHAZ: No. No *-s*.

#### 4.2.5.5.6 Self-Regulated

##### Excerpt 55

##### Episode 1: Initiating and planning the peer review task (TRE)

- 1 MICK: What should we do?
- 2 CHAZ: Commenting.
- 3 MICK: Revising.
- 4 CHAZ: How should we revise this?
- 5 MICK: *For 100 years.*
- 6 CHAZ: Revising sentence by sentence.
- 7 MICK: What should we do ((STRETCHING))?
- 8 CHAZ: If the writing is not wrong, we don't need to edit it, right?
- 9 MICK: Look at each sentence?

#### 4.2.5.6 Dyad 2's Comments on Dyad 1's Paragraph from Stage III

Figure 4.5 Chaz and Mick's Comments on Dyad 1's Draft

<p>Life now is better than it was 100 years ago</p> <p>For 100 years, everything has been being developed such as sciences, technology and society. We agree if some say life now is better than it was 100 years ago. First reason, human has more opportunity to survive from illness. (First reason, Humans ..... ) Medical Science is one of things that have been being developed. (Medical Science is one of the things.... ) The researchers of Massachusetts Institute of technology (MIT) found the cancer-killing medical called "Cancer smart bomb" that can heal cancer patient. Second, life now is more convenient. Convenient is not unnecessary. (Convenient is unnecessary.) It makes individual life better, for example, the communication which is now much better than the past. People can communicate with each other easily and can get a new knowledge that opens their vision. (their visions.) When we have more knowledge, life is actually better. The last and the most important reason, people now have a liberty to live. (The last and the most important reason is.) Liberty is the basic right for human. (Liberty is the basic rights for human.) When people have more education and knowledge, have more attention in liberty of them and others, and peace which is the most wanted comes, so everyone has more freedom to live. (When people have more education ,knowledge and have more attention in liberty of them and others..... ) According to these three reasons, we have a developed science, society and technology, life now is better than it was 100 years ago. (According to these three reasons, we developed science, society and technology that make life now is better than it was 100 years ago.)</p> <p>Overall comment(s): We have checked your paragraph already. The paragraph overall is good that make us hard to prove your essay.</p>
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#### 4.2.6 Dyad 3's (Kate and Jane) Scaffolding Patterns during Stage IV (Revising)

There are a total of 23 episodes in the Revising Stage. Table 4.21 below shows the summary of the findings in this Stage III of Dyad 3.

Table 4.21

*Summary of the findings in the Revising stage (Stage IV) of Dyad 3*

Episode	Type of episode	Activity	Turn	Role of interaction	Scaffolding patterns
1	LRE	Discussing the use of 'compare'	1-12	Collaborative	Other-regulated (peer) Object-regulated (prior discussion) Self-resourcefulness (prior knowledge)
2	LRE	Discussing the passive voice	13-17	Collaborative	Self-resourcefulness (prior knowledge) Self-resourcefulness (opinion)
3	LRE	Revising the plural noun	18-22	Collaborative	Other-regulated (peer) Self-resourcefulness (prior knowledge) Self-regulated
4	LRE	Revising the typos	23-28	Collaborative	Other-regulated (peer) Object-regulated (facilitative tools on MS-Word) Self-resourcefulness (prior knowledge)
5	LRE	Criticizing peers' feedback	29-37	Dominant/ Dominant	Other-regulated (peer) Self-resourcefulness (prior knowledge) Self-resourcefulness (opinion)

6	LRE	Discussing the use of punctuation	38-45	Collaborative	Other-regulated (peer) Self-resourcefulness (prior knowledge) Self-resourcefulness (opinion)
7	LRE	Discussing the peers' comment on the use of 'system'	46-57	Dominant/ Dominant	Other-regulated (peer) Self-resourcefulness (prior knowledge) Self-resourcefulness (opinion)
8	LRE	Discussing the peers' comment on redundancy	58-69	Collaborative	Other-regulated (peer) Self-resourcefulness (prior knowledge) Self-resourcefulness (opinion)
9	LRE	Discussing the phrase order	70-82	Dominant/ Passive	Other-regulated (peer) Self-resourcefulness (prior knowledge) Self-resourcefulness (opinion)
10	LRE	Discussing the use of a comma	83-91	Dominant/ Passive	Other-regulated (peer) Object-regulated (facilitative tools on MS-Word) Self-resourcefulness (prior knowledge) Self-resourcefulness (opinion)
11	LRE	Discussing the use of 'give'	92-107	Collaborative	Other-regulated (peer) Object-regulated (facilitative tools on MS-Word) Self-resourcefulness (prior knowledge) Self-resourcefulness

					(opinion)
12	LRE	Discussing redundancy	108-114	Dominant/ Passive	Other-regulated (peer) Self-resourcefulness (opinion)
13	LRE	Discussing the use of 'grow'	115-123	Collaborative	Other-regulated (peer) Self-resourcefulness (prior knowledge) Self-resourcefulness (opinion)
14	LRE	Revising the typo	124-126	Collaborative	Other-regulated (peer)
15	LRE	Checking the collocation of 'aspect'	127-137	Collaborative	Other-regulated (peer) Object-regulated (facilitative tools on MS-Word) Object-regulated (Internet) Self-resourcefulness (prior knowledge) Self-resourcefulness (opinion)
16	LRE	Using online dictionaries	138-147	Collaborative	Other-regulated (peer) Self-resourcefulness (prior knowledge) Self-resourcefulness (opinion) Self-regulated
17	LRE	Discussing the use of 'like'	148-157	Collaborative	Other-regulated (peer) Self-resourcefulness (prior knowledge) Self-resourcefulness (opinion)
18	LRE	Discussing the use of transitional	158-166	Collaborative	Other-regulated (peer) Self-resourcefulness (prior knowledge)



		words			Self-resourcefulness (opinion)
19	LRE	Discussing the use of a comma	167- 216	Dominant/ Dominant	Other-regulated (peer) Self-resourcefulness (prior knowledge) Self-resourcefulness (opinion)
20	LRE	Discussing the word 'freedom'	217- 221	Collaborative	Self-resourcefulness (opinion)
21	LRE	Discussing tenses	222- 233	Dominant/ Dominant	Other-regulated (peer) Self-resourcefulness (prior knowledge) Self-resourcefulness (opinion)
22	LRE	Discussing tense and aspect	234- 241	Collaborative	Other-regulated (peer) Self-resourcefulness (prior knowledge) Self-resourcefulness (opinion)
23	LRE	Finishing the revision of the paragraph	242- 244	Collaborative	Other-regulated (peer) Self-resourcefulness (opinion)

Table 4.22

*Frequency of Each Type of Episode*

Type of episode	Frequency	Percentage
Language-related episode (LRE)	23	100%
Total	23	100%

#### 4.2.6.1 Role of interaction of Dyad 3's Stage IV

Table 4.23

*Frequency of Each Role of Interaction in Dyad 3's Revising*

Role of interaction	Frequency	Percentage	Number of episodes
Collaborative	16	69.57%	1-4, 6, 8, 11, 13-18, 20, 22, 23
Dominant/Dominant	4	17.39%	5, 7, 19, 21
Dominant/Passive	3	13.04%	9, 10, 12
Total	23	100%	

##### 4.2.6.1.1 Collaborative (1-4, 6, 8, 11, 13-18, 20, 22, 23)

###### *Excerpt 56*

###### Episode 4: Revising the typos (LRE)

- 23 KATE: Firstly, Technology is convenient. Is this wrong?
- 24 JANE: A typo.
- 25 KATE: Who checked this?
- 26 JANE: The teacher?
- 27 KATE: For example, and yes, there should be a comma. We were wrong.
- 28 JANE: ((LAUGHING)) Just like we did yesterday.

#### 4.2.6.1.2 Dominant/Dominant (5, 7, 19, 21)

##### Excerpt 57

##### Episode 21: Discussing tenses (LRE)

- 222 KATE: We misspelled *thus*, didn't we? Not like this. *After*.... How do we correct this?
- 223 JANE: *Have been changed*.
- 224 KATE: I see, *people have been changed*?
- 225 JANE: *Have been changed, had changed*.
- 226 KATE: If they used this one, system, system in Thailand *have been changed*.
- 227 JANE: After systems in Thailand [*have been changed*] have been changed.
- 228 KATE: What *tense* is this?
- 229 JANE: *Have been*.
- 230 KATE: The past participle *verb* is used in the *perfect* tense.
- 231 JANE: Which *perfect*? *Past perfect* tense?
- 232 KATE: *Past perfect, past perfect*. A situation in the past that still affects the present.
- 233 JANE: ((LAUGHING)) I'm leaving. Bye bye.

#### 4.2.6.1.3 Dominant/Passive (9, 10, 12)

##### Excerpt 58

##### Episode 9: Discussing the phrase order (LRE)

- 70 JANE: Wait! Let's go *back* to that. I saw that they had another comment below, Here, what's this *succession in medical treatment performing* but we used *performing medical treatment*
- 71 KATE: Wait! *In*?
- 72 JANE: Now, *grammar* again.
- 73 KATE: Correct. What's theirs? *Medical treatment*?
- 74 JANE: *Performing*.
- 75 KATE: Well, actually it's possible to use this, but if we use it, we need a *comma* here. What's their correction again? I'm confused. *Succession in medical treatment performing*. I'm okay with either one, up to you, *Jane*.
- 76 JANE: I don't know.
- 77 KATE: What should we do? But if I'm not wrong, we can use the *noun of noun* structure. *In* is a *preposition*, so *in* is followed by a *noun*. *Performing* is a *noun*, and this one is the *adjective noun of noun* structure.
- 78 JANE: *Those days*.
- 79 KATE: But we can also use what they had suggested because *treatment*

*performing* may be a *compound noun*. It's okay to have a *noun-noun-adjective* structure. What do you think?

80 JANE: Whatever. ((LAUGHING))

81 KATE: Let's use their sentence. Ours is redundant.

82 JANE: So let's use theirs.

#### 4.2.6.2 Emerging scaffolding patterns during Dyad 3's Stage IV

This section discusses patterns of scaffolding that emerged from the conversation of the third dyad, Kate and Jane, in their writing stage IV, which is the revising stage. During this stage, the participants received feedback and comments from Dyad 1 (Coco and Nell). Kate and Jane tried to revise their paragraph both according to such comments and their own revisions.

Table 4.24

*Frequency of Each Scaffolding Pattern that Emerged in Dyad 3's Revising*

Scaffolding patterns	Frequency	Percentage	Episodes in which patterns emerged
Other-regulated (peer)	22	33.33%	1,3-19, 21-23
Object-regulated (prior discussion)	1	1.52%	1
Object-regulated (Internet)	1	1.52%	15
Object-regulated (facilitative tools on MS-Word)	4	6.06%	4,10,11,15

Self-resourcefulness (prior knowledge)	18	27.27%	1-11,13,15-19,21,22
Self-resourcefulness (opinion)	18	27.27%	2,5-13, 15-23
Self-regulated	2	3.03%	3,16
Total	66	100%	

#### 4.2.6.2.1 Other-Regulated (Peer) (1,3-19, 21-23)

##### Excerpt 59

##### Episode 12: Discussing redundancy (LRE)

108 JANE: They want us to choose only one.

109 KATE: Choose what?

110 JANE: Choose either *aspects* or *opinion* because they are redundant.

((READING THE COMMENTS ALOUD)). *Moreover, different aspects and opinions of people. Is it here?*

111 KATE: *Help countries.*

112 JANE: *Help countries make the country grow strongly / to be stronger. So they want us to choose one. Opinion?*

113 KATE: Where are we looking at?

114 JANE: Here. I stays the same. *Moreover, different opinions of people make the country to be stronger country grow strongly*

#### 4.2.6.2.2 Object-Regulated (Prior Discussion)

##### Excerpt 60

##### Episode 1: Discussing the use of 'compare' (LRE)

- 108 KATE: Compare to
- 109 JANE: What? To compare something similar. What if we use compare with?
- 110 KATE: Yeah, we want to mean to compare with.
- 111 JANE: So it's comparing with? Let's change it to compare with.
- 112 KATE: compare to
- 113 JANE: No [no] -ing?
- 114 KATE: What does it mean? I forgot. Nowadays everything has changed.
- 115 JANE: When compared with
- 116 KATE: When compared with
- 117 JANE: So we need to change it to with, comparing with? With an -ing?
- 118 KATE: Do we have to delete this?
- 119 JANE: Yes.

#### 4.2.6.2.3 Object-Regulated (Facilitative Tools On MS-Word) (4,10,11,15)

##### Excerpt 61

##### Episode 10: Discussing the use of a comma (LRE)

- 83 KATE: ((READING THE COMMENTS ALOUD)). *Succession in medical treatment performing.* If we put a *comma* here, would it make another sentence?

84 JANE: *Today is more than.*

85 KATE: No, they started the sentence out of the blue *today is more than*, oh, no no no. If that's the case, let's start the sentence with *today*, and followed by *the* until *performing* [and then *more than*]. This becomes a *subject group*, which is *subject is more than*.

86 JANE: Yeah, okay.

87 KATE: Okay?

88 JANE: *Today*. ((SINGING TOGETHER))

89 KATE: We will revise this according to their comments.

90 JANE: *The possibility.....we can copy it all, and after we paste, we can delete today.*

91 KATE: Yeah, let's come back to revise this again.

#### 4.2.6.2.4 Object-Regulated (Internet)

##### Excerpt 62

##### Episode 15: Checking the collocation of 'aspect' (LRE)

127 KATE: What about this one?

128 JANE: *After Thailand had been changed*; let's use the first one. This hasn't been revised yet. *Technologies invented by mankind improve every aspect of human life, improve every aspect of.*

129 KATE: *Aspect of, aspect in. What do aspect in and aspect of mean?*

130 JANE: Can *in* be used? Let's use *google*.



131 KATE: Okay, you use the *Google* search, *Jane*. I'll look it up in the *dictionary*.

How do you spell *aspect*, *a-* and then what?

132 JANE: *a-, s-*. Is it listed?

133 KATE: *Aspect in, aspect of*.

134 JANE: Is it in there?

135 KATE: No. *Except*. Different word.

136 JANE: ((ENTERING USERNAME AND PASSWORD TO ACCESS THE INTERNET)) All right, we're in. *Google a-s-p-e-c-t, aspect of* exists?

137 KATE: There is no *aspect in*.

#### 4.2.6.2.5 Self-Resourcefulness (Prior Knowledge) (1-11,13,15-19,21,22)

##### Excerpt 63

##### Episode 18: Discussing the use of transitional words (LRE)

158 KATE: ((LOOKING FOR SOMETHING IN HER PURSE)). Well, I didn't bring it along.

159 JANE: What? Notes?

160 KATE: Yes. My notes. The lyrics.

161 JANE: I see. Your notes are Pii Nan's lyrics?

162 KATE: Yes. Many of Pii Nan's lyrics and other *grammar* songs. I like taking notes.

163 JANE: I don't like it.

164 KATE: When I studied for the *admission* exam, I had a great time. I liked

attending the class when I was in Matthayom 4.

165 JANE: Yes, it's correct. We just change *and also to and even?*

166 KATE: Hey, *and also*. Just *and*, no need to put also. *And medical, medication. Like ways*. I think *like* sounds better than *life like*  
 ((LAUGHING)). What about *invented?* What was their comment on this?

#### 4.2.6.2.6 Self-Resourcefulness (Opinion) (2,5-13, 15-23)

##### Excerpt 64

##### Episode 5: Criticizing peers' feedback (LRE)

29 KATE: *When* and then what? JANE&KATE:((READING ALOUD)) *when you want some information.*

30 KATE: *you can.....instead of going out to search for information at the library*

31 JANE: I see. *You can* do something instead of doing that. *You can surf the Internet* here and then continue with that? *You can surf the internet instead of going out to search for information at the library.*

32 KATE: Not necessarily. No need to begin a new sentence. We can copy the whole sentence here, but our friends said here that, I think they thought that, well, this doesn't have to be like this because we use *when* in this case. *Instead of* doesn't always have to be a transitional phrase, right? If we use *instead of*, like *you can instead of* should be followed by a noun. A noun comes before and after it. This is right. What do you think, *Jane?* I think we were right. Here we don't believe

what they said What's this? *Is better than, very good.* How come *very good?*

33 JANE: I think they said that our performance was *very good*. Don't you think? I'm not sure ((LAUGHING))

34 KATE: No. I don't think so.

35 JANE: What? You always don't listen to what they said.

36 KATE: I don't like both of this. What did they use, *is very good than?*

#### 4.2.6.2.7 Self-Regulated Scaffolding (3,16)

##### Excerpt 64

##### Episode 3: Revising the plural noun (LRE)

18 JANE: Let's revise this first.

19 KATE: Let's revise this one first.

20 JANE: *3 reasons.*

21 KATE: Ah, *sure*. With an *-s*.

22 JANE: Why does it have 2 *-s*?

#### 4.2.6.3 Dyad3's Revised Paragraph from Stage IV

Today, everything drastically changes when comparing to that in the past. Technologies invented by mankind improve every aspect in human life like ways of communication, fashion and even medication. Thus, I believe that life now is better than it was 100 years ago for 3 reasons. Firstly, Technology is convenient than 100 years ago. For example when you want some information instead of going out to search for information at the library, today you can surf the internet anywhere you want. Another reason is that the medication is better than 100 years ago. As you can see that today, there are many new developed technologies. Therefore, the technologies can improve the system of medical treatment. According to the information I have given above, the possibility of succession in performing medical treatment of these day is higher than the medical treatment in the past. Last but not least, changing of regime gives more freedom for people to express their opinions. After Thailand had changed the regime from monarchy to democracy, It gave people rights to think and do anything you want as long as it does not disturb others' right. Moreover, different aspects and opinions of people help countries to grow stronger. For these three reasons, I strongly believe that life now is better that it was 100 years ago.

Figure 4.6 Kate's and Jane's Final Revision

### 4.3 Collaborative Writing Strategies

This subsection is to answer the research question 2 “What writing strategies do learners use while writing a multi-draft opinion paragraph in pair on the computer?”

The researcher was able to identify strategies that the participants used while working in pair on writing a multi-draft opinion paragraph in front of the computer from

the observation field notes and the Collaborative Writing Strategy Inventory (e.g. Mu, 2005), which was derived from the review of previous literature. Collaborative writing strategies refer to actions and behaviors of a dyad of EFL learners while generating a mutual opinion paragraph written text.

The findings in this subsection are also provided with excerpts that show the use of strategies in each writing stage as follows.

- 1) Dyad 1's (Coco and Nell) Planning Stage
- 2) Dyad 1's (Coco and Nell) Drafting Stage
- 3) Dyad 1's (Coco and Nell) Peer-reviewing Stage
- 4) Dyad 1's (Coco and Nell) Revising Stage
- 5) Dyad 2's (Chaz and Mick) Peer-reviewing Stage
- 6) Dyad 3's (Kate and Jane) Revising Stage

#### 4.3.1 Dyad 1 (Coco-Nell): Planning Stage (Stage I)

Table 4.25

*Use of Collaborative Strategies during Dyad 1's Planning Stage*

Writing Strategies	Sub-strategies	Speculation	Frequency	Episode#
Rhetorical strategies	Organization	Beginning/development/ending	4	1,10,11,39
	Use of L1	Translate generated idea into ESL	2	10,26
	Comparing	Different rhetorical conventions	1	10
	Planning	Finding focus	3	1,2,9

Meta-cognitive strategies	Monitoring	Checking and identifying problems	3	18,21,38
	Evaluating	Reconsidering written text, goals	3	3,4,5
	Generating ideas	Repeating, lead-in, interfering, etc.	10	2,3,6,8,12,19,20, 21,29,35
Cognitive strategies	Revising	Making changes in plan, written text	1	34
	Elaborating	Extending the contents of writing	4	5,17,22,36
	Clarification	Disposing of confusions	1	7
	Retrieval	Getting information from memory	2	14,25
	Rehearsing	Trying out ideas or language	1	36
	Summarizing	Synthesizing what has read	3	27,28,33
	Avoidance	Avoiding some problem	1	36
Communicative strategies	Reduction	Giving up some difficulties	2	30,36
	Resourcing	Referring to libraries, dictionaries	10	13,15,23,24,27,29,30,31,32,37
	Getting feedback	Getting support from professor, peers	17	7, 8, 11, 12, 13, 14, 15, 16, 17, 23, 26, 27, 28, 31, 33, 36, 37,

				39
Social/affective strategies	Rest/Deferral	Reducing anxiety	3	8,16,21

*Excerpt 65 (Generating ideas)*

**Episode 21: Expressing frustration (CRE)**

136 COCO: Oh, this topic is so difficult. Or are we thinking about it too much?

137 NELL: This is enough. No more thinking too much.

138 COCO: So when we talk about transportation, let's not focus on sky train or ship, but instead, let's just say transportation led to nationwide development.

139 NELL: Yes, sure. Like communication [um] is easier. Discussion ((LAUGHING))  
We're now talking about international business.

140 COCO: The better the communication is, the easier traveling gets. Civilization arrives.

141 NELL: Yeah, something along those lines.

142 COCO: That leads to better quality of life? When civilization arrives, the quality of life gets better. (((NODDING))) Things are more accessible.

143 NELL: Equally distributed.

144 COCO: Yes, although farmers are still tired, they now use tractors. Nobody uses buffaloes anymore. [yeah yeah] Okay. Depending on each farmer's status. ((NODDING)) [Yes. Correct. Are we done with this

issue?] That's it for communication. Are we done? [done] We're not going to rediscuss this anymore. What's next?

*Excerpt 66 (Resourcing)*

**Episode 29: Finding a supporting example of the second reason (CRE)**

192 NELL: But it is true. Medicines are better, which means better treatment.

193 COCO: Medicines and treatment [equipment] yes, can we use them as supporting ideas? An example is cancer treatment that something is injected into the patient's body and it kills the cancer. Let's search online. ((SEARCHING ONLINE))

194 NELL: I've seen TV shows about the treatment of Coronary heart disease injecting robotic chips into the vessels.

195 COCO: I see, and that will open up the vessels?

196 NELL: I think so.

**4.3.2 Dyad 1 (Coco-Nell): Drafting Stage (Stage II)**

Table 4.26

*Use of Collaborative Strategies during Dyad 1's Drafting Stage*

Writing Strategies	Sub-strategies	Speculation	Frequency	Episode#
Rhetorical strategies	Organization	Beginning/development/ending	3	40,57,72



Meta-cognitive strategies	Planning	Finding focus	2	41,58
	Monitoring	Checking and identifying problems	5	56,58,64,65,70
	Evaluating	Reconsidering written text, goals	1	66
Cognitive strategies	Generating ideas	Repeating, lead-in, interfering, etc.	4	43,45,61,68
	Revising	Making changes in plan, written text	10	41,45,48,56,63,64,65,67,68,70,71
	Elaborating	Extending the contents of writing	1	61
	Clarification	Disposing of confusions	10	42,46,49,51,53,54,59,67,68,69,71
	Retrieval	Getting information from memory	4	43,44,50,61
	Rehearsing	Trying out ideas or language	2	62,63
	Summarizing	Synthesizing what has read	1	46
	Communicative strategies	Reduction	Giving up some difficulties	2

Social/aff ective strategies	Resourcing	Referring to libraries, dictionaries	10	42,44,47,48,49,5 0,51,55,62,69
	Getting feedback	Getting support from professor, peers	19	41,42,43,45,48,5 0,52,54,55,57,59 ,60,61,62,63,66, 67,71
	Assigning goals	Dissolve the load of the task	3	40,66,69

*Excerpt 67 (Revising)*

**Episode 63: Checking the use of the word 'value' (LRE)**

- 508 COCO: Liberty is more value, right?
- 509 NELL: Quality? What did you just say?
- 510 COCO: I think it is all right. If you value something or someone.
- 511 NELL: Here, it says quality is a value.
- 512 COCO: I see. It is not a verb, but a noun. Right? When people have more  
education. When people have more knowledge and higher  
education... Well... we will be interested in our freedom
- 513 NELL: And others
- 514 COCO: That should be of, right? It should not be for.
- 515 NELL: Um.

516 COCO: Of themselves and other.

517 NELL: So everyone have more... every has, right? Has more...

*Excerpt 68 (Clarification)*

**Episode 69: Checking singular/plural nouns and tense (LRE)**

553 COCO: *People have ... Is people singular? Plural? People is plural. Where did we just get it wrong? Have was changed to has. You told me.*

554 NELL: Um. Where is it?

555 COCO: Oh! It is *has* because *could have* is used in the past situation according to the teacher. Right? How about *is one of things that have been being developed the research found?* Actually, we should not use found, right? It should be.

556 NELL: Is it found? It was in the past, so it is *found*.

557 COCO: It should be reveal, right? Or do we want to change to *researcher*? If so, does it mean research results? [Um.] *The researcher* with an *-s*?

558 NELL: It can be added.

559 COCO: Really? There should be more than one researcher anyway. I don't think there is only one researcher. How about *cancer patient*? Do other people use this word?

560 NELL: Let's use *Google*.

561 COCO: Here, I found it. I'm done. Now, it's your turn to check.

562 NELL: *It make. Do we need to add an -s?*

563 COCO: *It make individual life is better.*

564 NELL: No.

#### 4.3.3 Dyad 1 (Coco-Nell): Peer-reviewing Stage (Stage III)

Table 4.27

*Use of Collaborative Strategies during Dyad 1's Peer-Reviewing Stage*

Writing Strategies	Sub-strategies	Speculation	Frequency	Episode#
Rhetorical strategies	Use of L1	Translate generated idea into ESL	1	73
Meta-cognitive strategies	Monitoring	Checking and identifying problems	1	104
	Evaluating	Reconsidering written text, goals	12	73,74,77,80, 83,87,89,90, 92,93,102,105
Cognitive strategies	Revising	Making changes in plan, written text	14	73,76,77,82, 83,85,87,89, 90,91,92,93, 98,101,102
	Elaborating	Extending the contents of writing	4	74,87,99,105
	Clarification	Disposing of confusions	5	75,87,88,93, 94
	Retrieval	Getting information	1	86

		from memory		
	Rehearsing	Trying out ideas or language	2	87,88
	Summarizing	Synthesizing what has read	1	73
Communicative strategies	Avoidance	Avoiding some problem	1	74
	Reduction	Giving up some difficulties	6	78,79,81,85,99,100
Social/affective strategies	Resourcing	Referring to libraries, dictionaries	4	73,76,91,96
	Getting feedback	Getting support from professor, peers	30	73,73,74,75,76,77,78,79,87,82,83,86,87,88,89,91,91,92,93,94,95,96,97,98,99,100,101,102,104,105
	Rest/Deferral	Reducing anxiety	2	84,103

*Excerpt 71 (Evaluating)*

**Episode 74: Commenting on the peers' use of 'compare' (LRE)**

623 NELL: Should we cross it out?

624 COCO: We can put our comment here. What should we say?

625 NELL: Change *compare with* to *compare to*? Or should we write *comparing with*?

626 COCO: *Comparing*?

627 NELL: Or *compare*.

628 COCO: I'm not sure.

629 NELL: *In the past?*

630 COCO: Like this? Are we sure? Maybe not. They can figure it out themselves

((TYPING)).

*Excerpt 72 (Revising)*

**Episode 90: Discussing the word choices (LRE)**

779 NELL: According to the information I have given above according to the  
information and should we add something else?

780 COCO: Not really. What does I have given above mean?

781 NELL: Yeah I have given above the property of succession information

((READING ALOUD))

782 COCO: Wait, they mean from the reason they have given?

783 NELL: I see, according to the information have given above

784 COCO: They should have used I have given above.

785 NELL: According to...information?

786 COCO: It shouldn't be information because it's not information, right? It  
seems like

787 NELL: reason?

788 COCO: Yes, it's like their own ideas

789 NELL: That's true.

790 COCO: If it's information, it should be a

791 NELL: fact

792 COCO: Yes.

793 NELL: Personal opinion.

#### 4.3.4 Dyad 1 (Coco-Nell): Revising Stage (Stage IV)

Table 4.28

*Use of Collaborative Strategies during Dyad 1's Revising Stage*

Writing Strategies	Sub-strategies	Speculation	Frequency	Episode#
Rhetorical strategies	Organization	Beginning/development/ending	1	115
Meta-cognitive strategies	Planning	Finding focus	2	106, 114
	Monitoring	Checking and identifying problems	2	106, 110
	Evaluating	Reconsidering written text, goals	1	112
Cognitive strategies	Generating ideas	Repeating, lead-in, interfering, etc.	7	106, 107, 108, 109, 112, 111, 112
	Revising	Making changes in plan, written text	2	110, 112

	Elaborating	Extending the contents of writing	4	107, 111, 112, 114
	Clarification	Disposing of confusions	2	107, 110
Communicative strategies	Avoidance	Avoiding some problem	1	111
	Reduction	Giving up some difficulties	2	111, 113
	Sense of Readers	Anticipating readers' response	2	112, 113
Social/affective strategies	Resourcing	Referring to libraries, dictionaries	4	106, 110, 112, 115
	Getting feedback	Getting support from professor, peers	9	106, 107, 109, 110, 111, 111, 113, 114, 115

**Excerpt 74 (Generating ideas)**

**Episode 106: Reading the overall comment (TRE/LRE)**

897 NELL: Now, let's work on revising our paragraph.

898 COCO: It shouldn't be difficult. Just follow the *guidelines*. *Your paragraph overall is good that makes ... first reason.*

899 NELL: *First reason, human human* needs to add -s? Does it really?



900 COCO: Really? I never knew that *human* can have an *-s*?

901 NELL: Many *human*.

902 COCO: *Has more opportunity to survive*. The teacher said that we could change it or keep it. If we are not going to change it, what do we have to do?

903 NELL: No. I can just write a new *paragraph*. [I see. *Rewrite?*] Yes.

904 COCO: Just delete it.

***Excerpt 75 (Elaborating)***

**Episode 111: Expressing self-confidence**

967 COCO: The last and the most important reason is when we have more knowledge. The last and the most important reason. Oops, why did we leave out is? They said we should add is.

968 NELL: Wait, were we clear on the last point?

969 COCO: No, but let's skip it for now.

970 NELL: When we have more knowledge.

971 COCO: They said we should add is.

972 NELL: The last and the most important reason is is okay, too? With or without is is acceptable [yeah] According to the class handout, we can just use a comma.

973 COCO: We don't have to change it?

974 NELL: Not really.

975 COCO: Actually, we might not be correct, but.

976 NELL: Here we go again ((READING ALOUD))

**Excerpt 76 (Resourcing)**

**Episode 112: Criticizing peers' comments**

977 COCO: Liberty is

978 NELL: Liberty is a singular noun.

979 COCO: Well...because we mentioned liberty alone, excluding...

980 NELL: Nobody understands us.

981 COCO: The teacher must understand us because she is listening. When people have more education knowledge and have more attention in liberty of them and other.

982 NELL: Why are we wrong?

983 COCO: I don't know.

984 NELL: When people have more education and They change ours into comma knowledge

985 COCO: We wanted to say that when people have more education and knowledge, they will...

986 NELL: it will make them

987 COCO: become [well] more attentive to their own liberty and that of others and then then peace is the most wanted. Let's change it to then. In fact [umm] they don't understand us or we are confused.

988 NELL: They don't understand us. When people have more education and knowledge or we should start a new sentence like they will [get] they will have more? [they] We don't follow our friends' comments, but we'll rewrite this ((LAUGHING))

989 COCO: they will have

990 NELL: they will have

991 COCO: more attention

992 NELL: attention in liberty of them.

993 COCO: Of them and others and it should be then peace is the most wanted come so everyone has more freedom to live.

994 NELL: Umm people have more education and knowledge. ((READING ALOUD))

#### 4.3.5 Dyad 2 (Chaz-Mick): Peer-reviewing Stage (Stage III)

Table 4.29

*Use of Collaborative Strategies during Dyad 2's Peer-Reviewing Stage*

Writing Strategies	Sub-strategies	Speculation	Frequency	Episode#
Rhetorical strategies	Organization	Beginning/development/ending	1	1
Meta-	Planning	Finding focus	4	1,3,11,12

cognitive strategies	Monitoring	Checking and identifying problems	1	12
	Evaluating	Reconsidering written text, goals	5	3,4,7,8,12
Cognitive strategies	Generating ideas	Repeating, lead-in, interfering, etc.	13	1,2,3,4,5,6,7,8,9,10,11,12
	Revising	Making changes in plan, written text	1	11
	Elaborating	Extending the contents of writing	2	1,2,
	Clarification	Disposing of confusions	1	6
Communicative strategies	Sense of Readers	Anticipating readers' response	1	11
Social/affective strategies	Resourcing	Referring to libraries, dictionaries	3	2,5,6
	Getting feedback	Getting support from professor, peers	10	1,2,3,4,7,8,9,10,11,12

*Excerpt 77 (Evaluating)*

**Episode 8: Discussing the sentence component (LRE)**

34 CHAZ: Should there be a subject?

35 MICK: Here! *People*.

36 CHAZ: It is preceded by a transitional word. Here is the subject. Is this the *verb*?

37 MICK: We should cross this out and add an *and*, right? *When people have more education* and then comma *knowledge* then *and have more attention*, right?

38 CHAZ: Or should we put a *there* because this sentence needs a subject? Does it sound strange?

39 MICK: ((TYPING)) *When people have more education, and knowledge*. This should be like this, I think. *When people have more education, knowledge and have more attention in liberty of them and others....*  
((REREADING THE REVISED SENTENCES))

40 CHAZ: ((NODDING))

41 MICK: Is this OK?

42 CHAZ: ((NODDING))

## 4.3.6 Dyad 3 (Kate-Jane): Revising Stage (Stage IV)

Table 4.30

*Use of Collaborative Strategies during Dyad 3's Revising Stage*

Writing Strategies	Sub-strategies	Speculation	Frequency	Episode#
Rhetorical strategies	Organization	Beginning/development/ending	2	20,23
	Comparing	Different rhetorical conventions	1	7
Meta-cognitive strategies	Planning	Finding focus	5	1,3,10,15,19
	Monitoring	Checking and identifying problems	1	9
	Evaluating	Reconsidering written text, goals	12	2,5,6,7,8,9,11,12,16,17,19,22
Cognitive strategies	Revising	Making changes in plan, written text	20	1,2,3,4,5,6,7,8,10,11,12,13,14,15,16,17,19,20,21,22,23
	Elaborating	Extending the contents of writing	6	7,8,9,11,19,21
	Clarification	Disposing of confusions	2	4,19

	Retrieval	Getting information from memory	1	18
Communicative strategies	Avoidance	Avoiding some problem	2	21,22
	Reduction	Giving up some difficulties	2	9,19
	Sense of Readers	Anticipating readers' response	2	5,7
Social/affective strategies	Resourcing	Referring to libraries, dictionaries	3	15,16,17
	Getting feedback	Getting support from professor, peers	16	1,2,5,7,8, 9,10,11, 12,15,16, 17,19,21, 22
	Assigning goals	Dissolve the load of the task	1	15
	Rest/Deferral	Reducing anxiety	5	10,11,14, 17,23

*Excerpt 80 (Planning)*

**Episode 15: Checking the collocation of 'aspect' (LRE)**

127 KATE: What about this one?

128 JANE: *After Thailand had been changed; let's use the first one. This hasn't been revised yet. Technologies invented by mankind improve every aspect of human life, improve every aspect of.*

- 129 KATE: *Aspect of, aspect in. What do aspect in and aspect of mean?*
- 130 JANE: Can *in* be used? Let's use *google*.
- 131 KATE: Okay, you use the *Google* search, *Jane*. I'll look it up in the *dictionary*.  
How do you spell *aspect*, *a-* and then what?
- 132 JANE: *a-, s-*. Is it listed?
- 133 KATE: *Aspect in, aspect of*.
- 134 JANE: Is it in there?
- 135 KATE: No. *Except*. Different word.
- 136 JANE: ((ENTERING USERNAME AND PASSWORD TO ACCESS THE  
INTERNET)) All right, we're in. *Google a-s-p-e-c-t, aspect of* exists?
- 137 KATE: There is no *aspect in*.

### **Excerpt 81 (Elaborating)**

#### **Episode 11: Discussing the use of 'give' (LRE)**

- 92 JANE: ((READING THE COMMENTS ALOUD)). *Last but not least, give more  
freedom to people for express their opinions. What is this?*
- 93 KATE: I see. They said we mistakenly used *for* and *to* here. Wait!
- 94 JANE: ((READING THE COMMENTS ALOUD)). *Changing of regime give more  
freedom for people to express their opinions.*
- 95 KATE: will give
- 96 JANE: *For people to express to people for express.* ((LAUGHING))



- 97 KATE: Hey, I don't know. Wait!
- 98 JANE: *Give freedom.*
- 99 KATE: Do we have to translate this? Well, [*for people*] giving freedom for people to express their opinions urgently.
- 100 JANE: *To people for. Freedom for people to express, for people to express, to people to express.* ((LAUGHING))
- 101 KATE: Giving freedom [*for*] for people to give *opinions*.
- 102 JANE: ((READING THE COMMENTS ALOUD)). *After the regime in Thailand have been changed..., people have right to think and do anything they want as long as it.* I think this is okay.
- 103 KATE: Yes, but their sentence sounds better. Our sentence is that it gives *people rights*, but their sentence is that *people have rights to*.
- 104 JANE: *Have right to.*
- 105 KATE: Everything, has rights.
- 106 JANE: Both are okay.
- 107 KATE: Yes.

**Excerpt 82 (Rest/Deferral) 10,11,14,17,23**

**Episode 17: Discussing of the word 'like' (LRE)**

- 148 KATE: Wait! They crossed our sentences out starting here?
- 149 JANE: *Such as a communication.*
- 150 KATE: *The ways like ways.*

151 JANE: We used *like*.

152 KATE: Yes. We used *like* instead of *such as*.

153 JANE: *Like*, followed by what?

154 KATE: ((SINGING A SONG ABOUT TRANSITIONAL WORDS)) *Like* can be followed by a *noun*.

155 JANE: This is a *noun*, so it should be correct.

156 KATE: But I think *like* should be with a *comma*.

157 JANE: *And even? For example.*

### 4.3.8 Summary of the Use of Collaborative Writing Strategies

Table 4.31

*Summary of the Findings of RQ.2: Frequency of Collaborative Strategies Use*

Writing Strategies	Sub-strategies	Writing stage					
		Dyad 1				Dyad 2	Dyad 3
		Planning	Drafting	Peer-reviewing	Revising	Peer-reviewing	Revising
Rhetorical strategies	Organization	4	3	0	1	1	2
	Use of L1	2	0	1	0	0	0
	Formatting/Modelling	0	0	0	0	0	0
	Comparing	1	0	0	0	4	1
Meta-cognitive strategies	Planning	3	2	0	2	1	5
	Monitoring	3	5	1	2	5	1
	Evaluating	3	1	12	1	13	12
Cognitive strategies	Generating ideas	10	4	0	7	1	0
	Revising	1	10	14	2	2	20
	Elaborating	4	1	4	4	1	6
	Clarification	1	10	5	2	0	2
	Retrieval	2	4	1	0	0	1
	Rehearsing	1	2	2	0	0	0
	Summarizing	3	1	1	0	0	0
Communicative strategies	Avoidance	1	0	1	1	0	2
	Reduction	2	2	6	2	0	2
	Sense of Readers	0	0	0	2	1	2
Social/affective strategies	Resourcing	10	10	4	4	3	3
	Getting feedback	17	19	30	9	10	16
	Assigning goals	0	3	0	0	0	1
	Rest/Deferral	3	0	2	0	0	5

#### 4.4 Learner Attitudes toward Collaborative Writing

*Research question 3 - What are learners' attitudes toward collaborative multi-draft opinion paragraph writing?*

Research Question 3 explored learners' opinions about the collaborative writing task and activity. The findings were derived from two sources of data. First, the learners' attitudes toward collaborative writing were reported in the learners' responses of the questionnaires of learners' profile, learning styles, and attitudes toward English writing (see Appendix D). Second, the learner attitudes were revealed in the interview data. The interview transcripts were provided in the Appendices Q, R, and S. To simply put, the research data used to answer this final research question were the questionnaire responses of the six participants and the semi-structured interview transcripts of the three dyads of participants.

##### 4.4.1 Results from the Questionnaires at the End of Drafting Stage

The first part of the findings with regard to learners' attitudes toward collaborative writing was derived from the learners' responses of the questionnaires of learners' profile, learning styles, and attitudes toward English writing. The questionnaires consisted of nine parts. From the questionnaires, the participants revealed their opinions in a number of parts. The only relevant parts that were used to analyze the learners' attitudes toward collaborative writing were Part 4 and 9.

In Part 4 of the questionnaires, the six participants were asked to assess themselves with respect to their English performance in various skills. These skills were listening, conversational, presentation, reading, writing, vocabulary, grammar,

and pronunciation skills. The participants were asked to rate themselves whether they thought they were at the beginning, lower-intermediate, upper-intermediate, or advanced level in each of these English skills.

Table 4.32 below shows that most of the participants assessed themselves as having upper-intermediate level and lower-intermediate level of most skills. Only a few participants viewed themselves as having advanced level and beginning level of these skills.

Table 4.32

*Six Participants' Self-Assessment of their English skills*

English skills	Level of English performance based on the 6 participants' self-assessment			
	Advanced	Upper-intermediate	Lower-intermediate	Beginning
Listening				
Conversation				I
Presentation			I	
Reading	I		I	
Writing				
Vocabulary				I
Grammar				I
Pronunciation	I		I	

As the current research is related to writing, vocabulary, and grammar skills, the discussion in this section will only concern these three skills, in particular. When comparing the participants' self-assessment to their actual TOEFL English scores, it can be noticed that three out of four participants (Coco, Nell, and Mick) who were moderate users of English rated themselves as having an upper-intermediate level for some of these skills. However, Jane, who was a competent user of English, considered that she only had a beginning level of grammar knowledge and a lower-intermediate level of writing and vocabulary. At the same time, the other competent user of English, Chaz, assessed himself at the actual level at which he was, that is the upper-intermediate level.

Table 4.33 below summarizes the list of six participants, as well as their current English proficiency, which was designated by using their CU-TEP score equated into the TOEFL score and its corresponded score interpretation at which level they can be considered in terms of English capabilities, such as moderate user of English and competent user of English. The table also compares the participants' actual English proficiency with their self-assessment of their writing, vocabulary, and grammar skills, taken from their responses of Part 4 in the questionnaires.

Table 4.33

*Comparison of the Six Participants' Actual and Self-Assessed English Proficiency with Respect to Writing, Vocabulary and Grammar*

Participants	Actual English proficiency		Self-assessment (Writing, vocabulary, and grammar skills)
	TOEFL score	TOEFL score interpretation	
Coco (CC)	491	Moderate user of English	Upper-intermediate in writing and grammar; beginner in vocabulary
Nell (NL)	454	Moderate user of English	Upper-intermediate in writing; lower-intermediate in grammar and vocabulary
Mick (MK)	479	Moderate user of English	Upper-intermediate in vocabulary; lower-intermediate in writing and grammar
Chaz (CZ)	535	Competent user of English	Upper-intermediate in writing, grammar, and vocabulary
Kate (KT)	454	Moderate user of English	Lower-intermediate in writing, grammar, and vocabulary
Jane (JN)	512	Competent user of English	Lower-intermediate in writing and vocabulary; beginner in grammar

In motivation and attitude research, learners' beliefs about their capabilities determine how they behave, think, feel, and motivate themselves to learn. This self-efficacy can be reflected from the way in which they see themselves and believe they can do. In sociocultural studies, self-efficacy is said to be one of the self-regulatory learning characteristics that can influence their learning experiences.

In addition to the self-efficacy revealed in the self-assessment of the participants' English skills, other attitudes emerged from the responses of Part 9 of the questionnaires, which asked the participants to specify how they felt about collaborative writing. The questionnaire responses could be categorized into different themes according to the advantages and limitations of collaborative writing.

#### ***4.4.1.1 Learners' Positive Attitudes toward Collaborative Writing***

The findings from the questionnaire responses concern benefits and drawbacks of collaborative writing. The learners viewed that collaborative writing enabled them (1) to gain learning opportunities and new ideas from peers, (2) to produce better writing products, (3) to increase their self-confidence, and (4) to create positive and effective learning environments.

##### ***1. Learning opportunities and new ideas from peers***

The learners stated that working on the writing with their peer enabled them to obtain new ideas that had not occurred to their mind. It was possible that their peer held a different set of skills and knowledge. To get peers' input can broaden their views and perspectives as two persons who mutually worked on a piece of writing looked at the same matter through different lenses. This benefit is evidently seen from all of the participants' responses below.



Coco wrote,

*“Listening to my peer’s opinions is great even though I was confident with what think. Having worked with a peer can make me see my mistakes and get new ideas that I never thought of. If I write by myself, I will write only what I think and cannot think outside the box. Peers are important in that they can give suggestions.”*

Nell reported,

*“I got to practice working with others and listen to others’ opinions.”*

Mick viewed,

*“When writing in pair, we can consult each other.”*

Chaz revealed,

*“When we cannot think of words or structures, we can ask our friend. When we make any mistake, our friend can point it out.”*

Kate said,

*“Working in pair is beneficial in that each of us knows different things that we can share to each other. We also help organize our thoughts and ideas,....”*

And finally, Jane wrote,

*“Working in pair enables me to know new ideas and perspectives from my peer.”*

## **2. Better writing products**

Some learners considered that collaborative writing enabled them to write a better paragraph, when they compared it to writing on their own. Jane revealed that writing with another peer, i.e. Kate, helped both of them review their work in a more detailed manner and at the end produce a much better version of writing than her working individually.

Jane wrote,

*“Working together provides that we check and review our work more thoroughly, making the written product better.”*

Mick, who worked with Chaz and mentioned that collaborative writing, had no drawback in his opinion from the interview, stated that working with a peer could make his work better in quality.

Mick wrote:

*“Working in pair gives us more confidence and more effective written product than working alone.”*

Finally, Coco, who even though appeared to be the only participant, who expressed a negative attitude toward collaborative writing, reported that she thought that collaborative writing always led to better writing products.

Coco reported,

*“Yet, the final product of pair work is usually a lot better than that of individual work.”*

Note that Coco’s negative attitude toward collaborative writing was revealed in the interview data and will be discussed in the following section.

### **3. Growing self-confidence**

The learners stated that working on the writing with their peer promoted their self-confidence level and collaborative writing was better than working individually, as stated by Mick in the response below.

Mick wrote:

*“Working in pair gives us more confidence and more effective written product than working alone.”*

### **4. Positive and effective learning environments**

The learners mentioned that working collaboratively on a piece of paragraph created positive and effective learning environments. In their views, English writing is particularly a difficult task; therefore, to have worked together with a partner made

the task easier and one participant even mentioned that collaborative writing was a fun activity.

Chaz wrote,

*“Working with another peer is quite fun.”* and

*“Overall, we work faster and more productively.”*

Kate revealed,

*“We also help organize our thoughts and ideas, making writing in English much easier.”*

#### **4.4.1.2 Learners’ Negative Attitudes toward Collaborative Writing**

The only restraint that was revealed in the questionnaire responses was concerning the amount of time and energy required in participating in a collaborative writing activity. The above-mentioned themes are discussed and exemplified in the next section.

##### **- Extra time and energy requirements**

The findings from the questionnaire responses revealed that there was a negative comment about collaborative writing from one participant. Coco viewed that working with a partner required more time and energy as two persons may have different ideas about the same issue. She felt that when she worked with a peer, she needed to negotiate her ideas and see whether her partner agreed or disagreed with her. However, she was confident with her own ideas and would like to use her

opinions to write. In addition, she had to be careful with what she said to her partner as it may cause some hard feelings against each other.

Coco reported:

*“However, I personally like to work on my own according to my ideas. I’m often afraid that I will upset my friends due to our different ideas. When they have great ideas, I will usually listen without making any argument. If the ideas are so different, I will propose my ideas and see what they think and whether they agree with me. I think working in pair is more work and I am more tired.”*

#### **4.4.2 Results from the Semi-Structured Interviews Conducted after the Collaborative Opinion-Writing Task**

The interviews were used in order to elicit the learners’ attitudes and opinions toward the task and activity. The questions were open-ended and required the participants to express what they thought about the writing task and activity and how they felt working with their peer through all the writing stages. Upon responding to these questions, the participants were also encouraged to talk freely in the semi-structured interviews about learning English in general, their difficulties with learning the language, their learning experiences in the past, for instance. The interview questions (see Appendix G) were for example:

- How do you feel about pair work writing?
- What is your opinion about the pairing method?
- How do you feel about commenting on others’ work?

- What do you think about the comment(s) you received from others?

From the interviews with each of the three pairs of the participants, the three dyads revealed their attitudes toward collaborative writing differently. Their interview transcripts were used to analyze their attitudes, which were categorized into different emerging themes. Similar to the results from 4.3.1, the three dyads of the learners revealed that most learners had positive attitudes toward collaborative writing. In addition, they discussed a number of benefits of the activity. Some negative comments regarding collaborative writing task and activity were also addressed. Lastly, learners' other comments and feelings about collaborative writing will also be reported as some parts of the interview data did not specifically showed either positive nor negative aspects of collaborative writing. That means, some learners expressed their feelings toward collaborative writing with respect to how they preferred the activity to be like, their affective feelings during the task completion, and their feelings about receiving feedback from peers.

#### **Additional findings**

Even though this study did not aim to examine the learners' difficulties in learning English, it was found from the interview data that most learners had difficulties in

1. What do you think about multiple draft writing?
2. What do you think about writing on the computer?
3. What problems do you have while writing in English?

#### Advantages of collaborative writing

- Gaining learning opportunities and new ideas from peers

Coco said,

*“Listening to my peer’s opinions is great even though I was confident with what think. Having worked with a peer can make me see my mistakes and get new ideas that I never thought of. If I write by myself, I will write only what I think and cannot think outside the box. Peers are important in that they can give suggestions.”*

- Producing better written products

Jane said,

*“Working together provides that we check and review our work more thoroughly, making the written product better.”*

- Increasing learners’ self-confidence

Mick said:

*“Working in pair gives us more confidence and more effective written product than working alone.”*

- Creating positive learning environments

Chaz said,

*“Working with another peer is quite fun.”*

- Working in a more effective manner

Chaz wrote:

*“Overall, we work faster and more productively.”*

### Limitation of collaborative writing

- Requiring more time and energy

Coco reported,

“However, I personally like to work on my own according to my ideas. I’m often afraid that I will upset my friends due to our different ideas. When they have great ideas, I will usually listen without making any argument. If the ideas are so different, I will propose my ideas and see what they think and whether they agree with me. I think working in pair is more work and I am more tired.”

Table 4.34

#### *Learners’ Written Attitudes toward Collaborative Process Writing*

Writing stages	Learners’ attitudes toward collaborative process writing
Planning	One learner thinks it is easier to work individually in terms of forming ideas; the other feels neutral.
Drafting	Learners like languaging. When they start drafting their paragraph, they can help each other more in terms of vocabulary and grammar.
Peer-reviewing	They like to give comments on their peers’ grammar and word choice although they feel that they are not good at grammar. They don’t like to be commented on content.
Revising	They like to be pointed out what to correct. They don’t always follow their peers’ comments.



#### 4.5 Chapter Summary

This final section of Chapter 4 briefly summarizes the research findings providing highlights from the chapter.

A. Research question 1 asks what scaffolding patterns emerged in dyadic interaction during collaborative multiple-draft opinion paragraph writing with the computer. The results from content analysis of the dyadic interaction indicated that during each of the four writing stages (i.e. planning, drafting, peer-reviewing and revising), a variety of scaffolding patterns emerged.

In Stage I (planning), the patterns found most frequently was self-resourcefulness (opinion), which rated at 27%. The second most frequent patterns of getting help was self-resourcefulness (prior knowledge) at 20% while asking for assistance from the other peer occurred 20% as well. It can be notice that at this stage, some evidence was shown for self-regulation (10%).

Next, in Stage II (drafting), the patterns found most frequently was other-regulated (peer), which rated at 28%. The second most frequent patterns of getting help was object-regulated (facilitative tools on MS-Word) at 23% while using their own prior knowledge was at 12%. Self-regulation did not occur much at this stage of writing (1%).

In Stage III (peer-reviewing), two dyads performed the reviewing of the other peer's paragraph. First, Coco and Nell, the female dyad, used other-regulated scaffolding (peer) at 41.43%. At the same time, they used their prior knowledge (20%) and opinion (17.13%) to help with their giving feedback to their peer. Self-regulation was at 2.86% during this stage. The other dyad, Chaz and Mick, the male dyad, also used the same patterns of scaffolding at a similar frequency: other-regulated

scaffolding (40.74%), self-resourcefulness (prior knowledge) (25.93%) and self-resourcefulness (opinion) (14.81%). This male dyad was a little more self-regulatory (3.70%) than the female dyad.

In the final stage (revising), there were also two dyads that revised their work after having received comments, feedback and corrections from the other peers. First, Coco and Nell used other-regulated scaffolding (peer) at 45.83%. They also asked for assistance from the teacher (16.67%) by chatting with her. Note that the teacher was the researcher who monitored them from another room nearby via TeamViewer. In addition, they used the self-resourcefulness (prior knowledge), object-regulated (prior discussion) and self-regulated scaffolding at the same rate of 8.33%. It should be noticed that the self-resourcefulness (opinion) was not used at this stage. The other dyad, Kate and Jane, used the other-regulated (peer) most frequently (33.33%) while using both of the self-resourcefulness (prior knowledge) and the self-resourcefulness (opinion) at 27.27%. Their self-regulation emerged at only 3.03%. Interestingly, no assistance from the teacher was asked by Kate and Jane during the revising stage.

B. Research question 2 asks what writing strategies learners used while writing a multi-draft opinion paragraph in pair on the computer. The results from content analysis of the observation field notes and the dyadic interaction indicated that during each of the four writing stages (i.e. planning, drafting, peer-reviewing and revising), a wide range of different writing strategies were employed.

In Stage I (planning), the strategies that were applied most frequently were social/affective strategies: getting support or feedback from peer (23.94%) and

resourcing (14.08%). Moreover, Coco and Nell used cognitive strategies for idea-generating (14.08%).

Next, in Stage II (drafting), the strategies that were applied most frequently were cognitive strategies (generating ideas) at 16.88% and social/affective strategies: getting support or feedback from peer (12.99%). In addition, it was found that Coco and Nell used metacognitive strategies: evaluating (6.49%) and planning (5.19%). Last but not least, they also used a strategy called sense of reader (1.3%), which is a subcategory of communicative strategies.

In Stage III (peer-reviewing), two dyads performed the reviewing of the other peer's paragraph. First, Coco and Nell, the female dyad, most frequently used a cognitive strategy: revising (23.81%). The second most frequent strategy they used was social/affective one: getting feedback and support from peer (19.05%). In addition, they applied a metacognitive one: evaluating (14.29%). The other dyad, Chaz and Mick, the male dyad, also used a cognitive strategy most frequently, yet a different sub strategy. Chaz and Mick used generating ideas most (30.95%) while the second most frequent strategy for them was also social/affective one: getting feedback and support from peer (23.81%). As well, they used some metacognitive strategies: evaluating (11.90%) and planning (9.52%).

In the final stage (revising), there were also two dyads that revised their work after having received comments, feedback and corrections from the other peers. First, Coco and Nell used the social/affective strategy: getting feedback and support from peer and the teacher the most (23.08%) and resourcing (10.26%). They also employed cognitive strategies: generating ideas (17.95%) and elaborating (10.26%). Communicative strategies were also applied by Coco and Nell. They considered

sense of reader (5.13%) and they used the reduction strategy at the same frequency. The other dyad, Kate and Jane, used a cognitive strategy: revising the most (24.70%). Meanwhile, they employed the social/affective strategy: getting feedback and support from peer (19.75%) and the metacognitive strategy: evaluating (14.81%). Unlike the other dyad, Kate and Jane used another social/affective strategy: rest/deferral in five out of 81 episodes (6.17%).

C. Research question 3 asks what learners' attitudes toward collaborative multiple-draft opinion paragraph writing are. The results from content analysis of the questionnaire responses and semi-structured interviews with the three dyads indicated that during the collaborative writing task, they had various positive attitudes as well as negative ones toward it.

Some major positive attitudes from both sources of data included obtaining opportunities for learning new ideas from their peers; helping them produce better written products; increasing self-confidence when working in pair and creating a better atmosphere when learning in pair. Other drawbacks of collaborative writing were that completing collaborative tasks demands extra time, compared to working individually and that following multi-draft writing in pair requires a great deal of energy.

## CHAPTER 5

### DISCUSSIONS AND CONCLUSIONS

This study is mainly related to EFL learners' writing process and their collaborative dialogue while writing in pair. It focuses on learning process in a social environment, which led to learning development. This chapter presents summarized results, discussions, implications and recommendations. The first part of the chapter summarizes the results of the research questions and discusses the results. The second part of the chapter discusses implications based on the findings of the study concerning pedagogical practices for EFL writing instruction. The third part offers recommendations for future research studies. Finally, the chapter ends with some final thoughts.

The present study had three objectives. The first objective was to investigate scaffolding patterns emerging from the dyadic interaction of six EFL learners during four stages of collaborative paragraph writing on the computer. These writing stages included planning, drafting, peer-reviewing, and revising. The second objective was to examine how their use of collaborative writing strategies during each of the writing stages. The last objective was to explore their attitudes toward collaborative process writing.

#### **5.1 Multidimensional Scaffolding in Dyadic Interaction**

This subsection summarizes the frequency of type of episodes, role of interaction in each episode, and scaffolding patterns that emerged during each writing stage of the main dyad of this study, Coco and Nell.

In Stage I (planning), the patterns found most frequently was self-resourcefulness (opinion), which rated at 27%. The second most frequent patterns of getting help was self-resourcefulness (prior knowledge) at 20% while asking for assistance from the other peer occurred 20% as well. It can be notice that at this stage, some evidence was shown for self-regulation (10%). Next, in Stage II (drafting), the patterns found most frequently was other-regulated (peer), which rated at 28%. The second most frequent patterns of getting help was object-regulated (facilitative tools on MS-Word) at 23% while using their own prior knowledge was at 12%. Self-regulation did not occur much at this stage of writing (1%). In Stage III (peer-reviewing), Coco and Nell used other-regulated scaffolding (peer) at 41.43%, prior knowledge at 20% and opinion at 17.13% to help with their giving feedback to their peer. Self-regulation was at 2.86% during this stage. In Stage IV (revising), Coco and Nell used other-regulated scaffolding (peer) at 45.83% while they shared their opinions at 31%. They also applied the self-resourcefulness (prior knowledge), object-regulated (prior discussion) and self-regulated scaffolding at the same rate of 8.33%. It should be noticed that the self-resourcefulness (opinion) was not used at this stage.

From the summary given above, it can be seen that the participants mostly worked together in a collaborative manner in all stages. Mostly, they discussed content of the writing topic except that during the drafting, they talked about languages. This may be due to the fact that they had to pass on their writing to another dyad (Kate and Jane) to peer-review. According to Coco and Nell's self-report profiles from the questionnaires, Coco was an opinionated and worried person. She did not take criticism well. In addition, from many episodes of

interaction, she mentioned that she had to check the draft thoroughly so as to get the littlest feedback as possible.

The most frequent scaffolding pattern that emerged was the other-regulated from peer. This is because the activity was designed to have them work in pair, it was somewhat an obligatory that they had to sit side by side, trying to complete this task. This may have been the main reason why they sought help from peers the most.

The results of this research confirms the belief of sociocultural theories that learning can take place through communicating with others and learning process could not be separated social contexts (Donato, 1994; Lantolf, 2000; Vygotsky, 1978). Smagorinsky (1995) shared the same view that with assistance, students can learn and develop in their learning until eventually become more independent and gradually need less support as they internalize the knowledge constructed through guided activities. Once students gain problem-solving repertoire, they need less support when encountering similar problems or situations in the future because they have an ability to manage them.

As in the review of literature, assistance can be sought from many sources. The concept of expanded ZPD (van Lier, 2004; Walqui and van Lier, 2009) came to mind when thinking about many kinds of help students get when they work on their writing collaboratively. Collaboration with other beings and the individual's own resources can facilitate interaction that is both meaningful and productive (Walsh, 2006, p. 37). Assistance can derive from more capable peers or adults, less able peers, equal peers (e.g. de Guerrero and Villamil, 2000); Donato, 1994; Ohta, 2000) and inner resources, such as knowledge, experience, memory and strength. Learners

can seek help from other resources such as facilitative tools on computer, paper-based or online dictionaries, encyclopedia, and other objects. While this was referred to as object-regulated (Lantolf, 2000), Lei (2008) used the term 'artifact-regulated' to mean the same matter. Then once the learned knowledge or skills from interacting with others gets internalized, the internalization can be "the source of consciousness residing outside of the head and anchored in social activity" (Lantolf, 2000, p. 13). Nevertheless, from sociocultural theories, it is believed that learners should be responsible for their own learning; therefore, they should shift from being other-regulated, i.e. dependent on others, to self-regulated, i.e. dependent on themselves. For example, in performing writing tasks a learner should be able to notice his/her own errors without any intervention (Aljaafreh and Lantolf, 1994). In this study, yet very little, self-regulated was found emerged in the dyadic interaction in some episodes whereby the learners consciously planned their outline and draft, monitored their own grammatical mistakes, and took a mutual responsibility for their work.

This co-authorship was in line with the concept of "group ZPD" in the work of Nyikos and Hashimoto (1997). The result of their study revealed that the group ZPD could be developed through the co-construction of knowledge resulted from the mutual understanding of the writing topic. Since Coco and Nell worked collaboratively well together, the notion of "Group ZPD" can be used for the result of this research as well. This is because each learner had her own level of developmental growth, so it was believed that when she worked in collaboration with each other, 'group ZPD' should exist because both members arrived at a shared understanding of the task. Coco and Nell, who reported that they liked working alone



as well as collaboratively, certainly showed in their interaction, their writing process and writing product that collaboration can facilitate their learning. In addition, their positive attitudes toward collaborative writing help them gain positive learning environment.

All in all, the participants' use of multidimensional scaffolding (van Lier, 2004) enabled them to have a good potential for learning development.

## 5.2 Collaborative Writing Strategies

This subsection discusses the result of the second research question which asked what writing strategies learners used while writing a multi-draft opinion paragraph in pair on the computer. The results from content analysis of the observation field notes and the dyadic interaction indicated that during each of the four writing stages (i.e. planning, drafting, peer-reviewing and revising), a wide range of different writing strategies were employed.

In Stage I (planning), the strategies that were applied most frequently were social/affective strategies: getting support or feedback from peer (23.94%) and resourcing (14.08%). Next, in Stage II (drafting), the strategies that were applied most frequently were cognitive strategies (generating ideas) at 16.88% and social/affective strategies: getting support or feedback from peer (12.99%). In Stage III (peer-reviewing), Coco and Nell, most frequently used a cognitive strategy: revising (23.81%). The second most frequent strategy they used was social/affective one: getting feedback and support from peer (19.05%). In the final stage (revising), they used the social/affective strategy: getting feedback and support from peer and the teacher the most (23.08%) and resourcing (10.26%).

It can be concluded that the students employed mostly social/affective strategies, which involved getting support and feedback from peers and resourcing. These strategies distinguish the use of writing strategies by an individual person and by a pair or group of people. To the researcher's experience, students working collaboratively in-group results in various positive aspects. They are more confident as each individual student is not given pressure to complete a task. Additionally, each group member can bring out the best of him/herself to work toward group's achievement. Besides, they can consult one another what the task outcome should be like. Also, they can develop social and interpersonal while working in a team. Through negotiation of meaning, each student learns from the process.

### **5.3 Learners' Attitudes toward Collaborative Writing**

This subsection discusses learners' attitudes toward collaborative multiple-draft opinion paragraph writing. Based on the results from content analysis of the questionnaire responses and semi-structured interviews with the three dyads indicated that during the collaborative writing task, they had various positive attitudes as well as negative ones toward it.

Many previous studies have reported a great deal of benefits of and positive attitudes toward collaborative activities (e.g. Cho & Schunn, 2005; Kumpulainen, 1994; Stapleton, 2010; Storch, 2011). Each learner learns differently according to different factors, such as age, gender, personality, learning styles, learning strategies, contextual differences in personal choices, and other factors. Some learners prefer learning and doing activities with peers while others are threatened by such collaboration. Some major positive attitudes from both sources of data included

obtaining opportunities for learning new ideas from their peers; helping them produce better written products; increasing self-confidence when working in pair and creating a better atmosphere when learning in pair. Other drawbacks of collaborative writing were that completing collaborative tasks demands extra time, compared to working individually and that following multi-draft writing in pair requires a great deal of energy. These negative attitudes also showed in previous studies that students are not content with the fact that their ideas may not be accepted or given attention to group work. In addition, it is sometimes difficult to reach a single consensus for a jointly written piece of work (Thongrin, 2009).

#### **5.4 Conclusions and Implications**

The present study was conducted to investigate how a dyad of learners helped each other to construct an opinion paragraph collaboratively. In addition, it was to explore which writing strategies they used in each of the writing stages. As well, the study did not discard their attitudes toward mutual writing. Although the study did not aim to develop an instructional model or any means to improve the learners' writing performance during the course of the study, its benefits and contributions were revealed for the field of language education.

For one thing, the study had short term benefits for the participants in the study in that it gave an extensive opportunity for them to work together through the entire writing task. Not many learning situations similar to this had occurred in classroom settings. However, the mutual task in the study was planned to resemble that of real-world writing situations when two people are to work on a joint project, whereby a great deal of mutual planning and collaboration is needed.

With regard to real-world task in the study, not only did the participants have chances to work collaboratively, but they were also assigned to forward their work to another dyad of learners, so that they could comment upon it. This can be a similar step in any workplace setting, where one may receive feedback from other parties before one could revise the work accordingly or appropriately. This phenomenon was least likely to occur in a language classroom. As mentioned in the statement of the problem, time and test constraints could act as factors that prohibited authentic writing activities from taking place in any English class, at the tertiary level at least. The last short term advantage from the present study was the fact that the participants were allowed as much time as they required to work collaboratively and as concluded by many scholars, researchers and language educators, the study permitted the participants to treat the writing process as recursive or cyclical activities. In brief, three short-term effects could be beneficial for the participants' learning process and language awareness, which could certainly result in long-term benefits.

Apart from the stated short-term benefits, the current study also had long-term benefits for the participants. To achieve the purposes of the study, the participants jointly wrote a paragraph. Rather than writing individually, they talked and negotiated linguistic forms and content as well as arguments. These are in line with the underlying language acquisition theory of sociocultural principles which viewed interaction as a social learning activity. According to SCT, learning has been believed to occur at the intermental plane through talks and interactions prior to that at the intramental plane through inner voices and self-mediated as well as self-

regulated activities. The participants in this study experienced these exact phenomena.

First, the participants were asked to work together in pair. They learned and understood the steps and materials by recalling and reflecting through dialogical activities. They learned by criticizing, agreeing, disagreeing, debating, reconciling their thoughts. They also gained constructive comments from others. That is to say, they learned from others who were possibly more capable or less capable than they were. Gradually, it was noticeable that they became increasingly dependent on themselves. It was the benefit of scaffolding which enabled learners to be able to execute a task by themselves toward self-regulation.

These scaffolding activities helped the participants reach each of their zone of proximal development at an appropriate period of time. What the participants had not known was filled or complemented by their peers. This could be a strong support to confirm that collaborative writing that was planned under the SCT has indeed benefited the participants in the long run. What they were able to do with assistance from others in the past could possibly be done on their own.

Another long-term effect that helped the participants become self-regulatory was their ability to seek useful and relevant by themselves. Self-resourcefulness can be a central issue here. To look for appropriate information to be used to support their arguments, they had to spend a lot of time searching for the right one. Each participant brought with them different sets of background knowledge. During their talks, they contributed what they knew while their peers did not.

In addition to using their schemata, they could recall some of their learned skills and content from their English class. This reflected that they could eventually

use things that had been new to them and been explained or taught by their teacher or facilitator in another activity or task, but did so with no assistance from others. This could be a great sign for learner autonomy.

Most importantly, the participants obtained opportunities to monitor their own learning. They were given time to think things through and notice their own actions. There is every hope for any teacher to see his or her learners able to have awareness and monitor their own learning. Working in pair not only gave each learner chances for those, but it also encouraged each learner to work at their best so that their peers who would review their work could find as fewest mistakes in their paragraph as possible. Awareness-raising, noticing, and monitoring are therefore attributive to success in learning.

However, feedback acted as another tool for learning which could help the participants learn greatly. First, giving feedback to another dyad helped the participants to read the paragraph thoroughly and asked themselves extensively whether what written was well-formed. Second, receiving both negative and positive feedback is an essential part of anyone's learning. All of these characteristics can be a great help to long-term effects of the present study. The final dimension of feedback shown in this study was the fact that each dyad revised their paragraph after having received the feedback from their peers. Debates whether to believe or to edit the work based on the comments or corrections helped the participants notice the language forms that they had used and encouraged them to try harder to improve their own writing for audience.

The entire processes truly reflected authentic writing activities where audience is an essential component of the writing cycle. To make one's writing

understood is one of the key successes in writing. In the EFL context, the learners' audience is often the teacher and the quality of their writing is judged or rated by the teacher as well. This study then gave them a different experience by providing them a chance to write for their peers and what they received in return was comments for improvement instead of marks or grades.

Nonetheless, the present study does not only describe short and long term benefits for the participants, but it also makes a contribution to the research literature in the field of SLA and language education.

To begin with, the study can be theoretically valuable as it underlined the essence of social learning and the power of collaboration among EFL learners. The study found a great deal of benefits of learning from peers confirming socio-cultural theories' principles of interpersonal and intrapersonal communication toward learning. The study discovered evidence for learning from different sources of scaffolding. Sociocultural theories also emphasize on learning that occurs when learners conduct tasks with no assistance. The final goal for learning is that learners are able to reflect their own learning and to monitor it consciously.

In addition, with no predetermined scaffolding patterns into categories, new findings that emerged from the collected data can be beneficial for future research. Other researchers can replicate the study along the same lines. On the whole, the present study attested theoretical significance in that the findings in line with the previous research can confirm the body of knowledge under the SCT applied in the English language learning and teaching. Thus, it can establish some additional schemes of scaffolding patterns arisen in dyadic work and taxonomy of writing strategies in the EFL setting.

The study did not only have theoretical significance, but it also shows its merits pedagogically. The findings of this study can suggest directions and guidelines for educators and teachers to apply in their lesson planning, curriculum development, and materials development. In practice, writing teachers should become more aware of process writing and joint or collaborative writing. The analysis of learner-learner interaction can help educators to point out actual level of the learner's writing ability, to realize the importance of writing process along with writing products, and to decide at which stage of writing or at which point of learning the learner may need guidance from the teacher, peers, or other resources and at which point they can be left to work by themselves. This research also raised the learner's awareness of taking control of their own learning as well as promoting ability for them to work as a team effectively.

Finally, the current research can be replicated with respect to research design and method. Case studies in Thailand are needed as they can enable researchers to know the learner's learning process and to investigate the learner's difficulties in learning English. Despite many years of basic education and attempts to improve the quality of learning proficiency, why is it still challenging for Thai learners to learn English effectively and successfully. In-depth studies may yield answers to those questions.

All in all, the present study contributed to the field of English language learning and teaching and language education in terms of upfront and sustainable means to learn English among Thai learners. In addition, it can shed light to confirm and build up new body of knowledge and theories to the field of foreign language acquisition.



## 5.5 Limitations

Before listing some limitations of the present study, it should be clearly stated at the outset of this section that as this study adopted a qualitative research paradigm and a case study approach within a unique context; therefore, there was no discussion of terms used in the positivist paradigm. Hence, the terms such as generalizability, reliability, and internal and external validity were not applicable in my study. Conversely, I referred to these qualities as transferability, audibility, replicability, credibility, and trustworthiness in my research. Although the present study was carefully designed to optimize these qualities, it was not without any limitations. Some areas of limitations had been projected before I took further steps in the study. They are as follows:

First of all, the sample size was limited to three pairs of participants due to the nature of the employed research design and method; thus, this limitation may have undermined the representativeness of the other samples who did not participate in this case study.

Next, while participating in the case study, some participants may have not had the same characteristics as I had expected. Some volunteering participants might have not liked to work in pair whereas some others may have been busy with their classes at the time of data collection.

Then there was data attrition. Initially, there were twenty-two volunteering participants who agreed to participate in the study. Over time, four learners dropped out due to their tight schedules. At a subsequent stage, many of the recordings of the participants' interactional data were not usable due to technical problems even though the research tools had been tried and piloted.

Finally, no attempt was made to coerce the use of the participants' L2 (English) during the dyadic interaction; consequently, the data were mainly in their L1 (Thai). However, English translations are provided for non-Thai audience of this research.

### 5.6 Final Thoughts

Supportive teachers should value their students' thoughts and feelings about learning tasks, materials, and their learning processes. When students feel supported and when they know that their teachers are willing to listen to what they say by allowing them to make choices of learning activities, students are likely to be more motivated to learn the language.

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APPENDICES

จุฬาลงกรณ์มหาวิทยาลัย  
**CHULALONGKORN UNIVERSITY**

Appendix A

Opinion Paragraph Writing Task “Life now is better than it was 100 years ago.”

Instructions:

Work with your partner on the opinion paragraph writing.

Outlining -> Drafting -> Peer-reviewing -> Editing

Write ONE paragraph expressing your opinion EITHER for OR against the statement

*“Life now is better than it was 100 years ago.”*

Write a well-organized paragraph of 150-200 words in length with proper sequence markers and connectors.

Give THREE reasons for your answer and include any relevant examples from your own knowledge or experience.

You can use online and other resources to help you find useful information for your paragraph. However, you should AVOID COPYING from the sources.

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Step 1: Outline of your opinion paragraph

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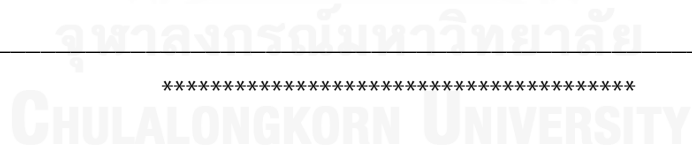
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Step 2: Write a first draft of your opinion paragraph below. DO NOT go to Step 3.

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Step 3: Below is the opinion paragraph written by another pair of students. Help them edit and comment on their work in terms of content and language. Your suggestions and comments can be in both Thai and English.

*(sample paragraph)*

Today, everything drastically changes when comparing to that in the past. Technologies invented by mankind improve every aspect in human life like ways of communication, fashion and even medication. Thus, I believe that life now is better than it was 100 years ago for 3 reason. Firstly, Technology is convenient than 100 years ago. For example when you want some information instead of going out to search for information at the library, today you can surf the internet anywhere you want. Another reason is that the medication is better than 100 years ago. As you can see that today, there are many new developed technologies. Therefore, the technologies can improve the system of medical treatment. According to the information I have given above, the possibility of succession in performing medical treatment of these day is higher than the medical treatment in the past. Last but not least, changing of regime give more freedom for people to express their opinions. After Thailand had changed the regime from monarchy to democracy, It gave people rights to think and do anything you want as long as it dose not disturb others' right. Moreover, different aspects and opinions of people help countries to grow stronger. For these three reason, I strongly believe that life now is better that it was 100 years ago.

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Step 4: Look at the comments on your own paragraph that you received from another pair of students. Revise your paragraph as you see appropriate. Write your final draft in the space below.

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## Appendix B

### Content Validation Form for the Opinion Paragraph Writing Task

Guidelines for experts' evaluation

Please put a check mark (✓) in the rating box that assigns the appropriate score

(1, 0, or -1) according to your opinion. Please also specify any comments for each item in the space provided.

- 1 means that the item is appropriate and you agree with it.
- 0 means that you are not sure whether the item is appropriate.
- 1 means that the item is not appropriate and you disagree with it.

Objectives	Contents	1	0	-1	Comments
1. Writing topic:  To validate the topic whether it is appropriate for the participants to write an opinion paragraph on	Life now is better than 100 years ago.  *The topic was adopted from an IELTS writing task 2 (Academic module) in a practice test.				
2. Instructions:  To validate the instructions of the writing task whether they are clear	Work with your partner on the opinion paragraph writing.  <div style="border: 1px solid black; padding: 2px; display: inline-block;">           Outlining → Drafting →            Peer-reviewing → Editing         </div>				
	Write ONE paragraph expressing your opinion EITHER for OR against the statement “Life now is better than it was 100				

Objectives	Contents	1	0	-1	Comments
	years ago.”				
	Write a well-organized paragraph of 150-200 words in length with proper sequence markers and connectors.				
2. Instructions:  To validate the instructions of the writing task whether they are clear  (continued)	Give THREE reasons for your answer and include any relevant examples from your own knowledge or experience.				
	You can use online and other resources to help you find useful information for your paragraph. However, you should AVOID COPYING from the sources.				
3. Guided questions and writing steps:	Step 1: Outline of your opinion paragraph				
To validate whether the guided questions and steps	Step 2: Write a first draft of your opinion paragraph below. DO NOT go to Step3.				

Objectives	Contents	1	0	-1	Comments
are clear	Step 3: Below is the opinion paragraph written by another pair of students. Help them edit and comment on their work in terms of content and language. Your suggestions and comments can be in Thai or English.				
	Step 4: Look at the comments on your own paragraph that you received from another pair of students. Revise your paragraph as you see appropriate. Write your final draft in the space below.				
4. Effectiveness of the written task:  To validate the format of the writing task whether it is effective (Reid & Kroll, 1995)	1. The context should be clearly stated so that students understand the purpose of the assignment.				
	2. The content should be accessible to students, feasible given their knowledge and abilities, and allow for multiple approaches.				

Objectives	Contents	1	0	-1	Comments
	3. The language used should be unambiguous and comprehensible.				
	4. The task should be sufficiently focused to allow for completion in the given time and length.				
	5. The task should draw on and extend students' knowledge of the genre and the topic.				
	6. The task should require a specific and relevant genre and indicate a specific audience.				

Additional comments or suggestions:

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## Appendix C

### Content Validity of the Opinion Paragraph Writing Task

Additional comments or suggestions:

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Note:

Meanings of score are the followings:

+1 = Agree; 0 = Questionable; and -1 = Disagree

The formula is  $IOC = \sum R/N$ ;  $\sum R$  = the total of scores; N = the number of experts.

$$IOC = 1.0+1.0+1.0+1.0 / 4 = 4.0 / 4 = 1$$

The value of the content validity or Index of Item Objective Congruence (IOC) was high at 1.0 comparing to the acceptable value of IOC at 0.50.



## Appendix D

### Questionnaire of Learners' Profile, Learning Styles, and Attitudes toward English Writing

Dear Students,

This questionnaire is for getting to know more about you as one of the participants of this research study on Multidimensional Scaffolding in Dyadic Interaction in English Writing with Computer: A Case Study of Chulalongkorn University Undergraduate Students. The information you revealed will be kept strictly confidential without mentioning the participants' real names. The data will be reported using pseudonyms.

#### Part 1: General personal and academic information

1. Name and Last name.....Nickname.....
2. Age..... years
3. Sex  Male  Female
4. Place of birth.....
5. Contact number.....
6. Contact email-address.....
7. Field of study.....Major.....
8. English proficiency test score  TOEFL  IELTS  CU-TEP.....
9. How long have you been studying English? ..... years
10. How do you like English?  I love it.  I like it.  So-so.  I don't like it.  I really don't like it.

## Part 2: Personality profile

Please rate your true personality by putting a cross (x) on it.

1 = not at all; 2 = a little; 3 = very; and 4 = extremely

- |                                 |   |   |   |   |
|---------------------------------|---|---|---|---|
| 1. How talkative are you?       | 4 | 3 | 2 | 1 |
| 2. How opinionated are you?     | 4 | 3 | 2 | 1 |
| 3. How detail-oriented are you? | 4 | 3 | 2 | 1 |
| 4. How initiative are you?      | 4 | 3 | 2 | 1 |
| 5. How helpful are you?         | 4 | 3 | 2 | 1 |
| 6. How reliable are you?        | 4 | 3 | 2 | 1 |
| 7. How calm are you?            | 4 | 3 | 2 | 1 |
| 8. How self-confident are you?  | 4 | 3 | 2 | 1 |
| 9. How determined are you?      | 4 | 3 | 2 | 1 |
| 10. How outgoing are you?       | 4 | 3 | 2 | 1 |

## Part 3: Working and language learning styles

Please put a cross (x) on an answer, which matches your styles of working and learning a language. 1 = hardly; 2 = sometimes; 3 = often; and 4 = always.

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. How often do you plan before working on something?                                       | 4 | 3 | 2 | 1 |
| 2. How often are you able to work as planned?   | 4 | 3 | 2 | 1 |
| 3. How often do you enjoy working on similar tasks?   | 4 | 3 | 2 | 1 |
| 4. How often do you use English for writing a report and preparing for tests?               | 4 | 3 | 2 | 1 |
| 5. How often do you use English outside class?  | 4 | 3 | 2 | 1 |
| 6. How often do you use English for writing email messages, diary, or blogs?                | 4 | 3 | 2 | 1 |
| 7. How often do you use English to communicate with foreign friends?                        | 4 | 3 | 2 | 1 |
| 8. How often do you use English for listening to news and music, or watching movies and TV? | 4 | 3 | 2 | 1 |

#### Part 4: Self-assessment

Please rate yourself according to your English ability.

1 = beginner; 2 = lower-intermediate; 3 = upper-intermediate; and 4 = advanced

1. Listening skills	4	3	2	1
2. Conversational skills	4	3	2	1
3. Presentation skills	4	3	2	1
4. Reading skills	4	3	2	1
5. Writing skills	4	3	2	1
6. Vocabulary knowledge	4	3	2	1
7. Grammar knowledge	4	3	2	1
8. Pronunciation skills	4	3	2	1

#### Part 5: Learning styles in English

Please rate yourself, according to English learning styles. You can have more than “Yes” or “No” as many times as you wish.

1. Do you learn English well by seeing, i.e. watching movies?  Yes  No
2. Do you learn English well by hearing, i.e. listening to lectures?  Yes  No
3. Do you learn English well by role-playing, i.e. acting?  Yes  No
4. Do you learn English well by doing or touching, i.e. making cards?  Yes  No
5. Do you learn English well by reading on your own,  
i.e. external reading?  Yes  No
6. Do you learn English well by working in pair or group,  
i.e. pair writing?  Yes  No

#### Part 6: English writing behaviors

Please put a cross (x) on an answer, which matches your English writing behaviors. 1 = hardly; 2 = sometimes; 3 = often; and 4 = always.

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. How often do you make an outline before writing<br>a paragraph?                           | 4 | 3 | 2 | 1 |
| 2. How often do you write the paragraph in Thai first<br>and then translate it into English? | 4 | 3 | 2 | 1 |

3. How often do you review a structure of a good paragraph before actually writing it?	4	3	2	1
4. How often do you look at other English paragraphs as models?	4	3	2	1
5. How often do you research from many sources and summarize them in your paragraph?	4	3	2	1
6. How often do you use paper, handheld, or online dictionaries?	4	3	2	1
7. How often do you ask for advice about your paragraph writing from your friends or others?	4	3	2	1
8. How often do you write together with your friends in pair or group?	4	3	2	1
9. How often do you copy from reliable sources of information?	4	3	2	1
10. How often do you try to use extensive vocabulary or complex sentence structures?	4	3	2	1
11. How often do you think through the content of your paragraph thoroughly?	4	3	2	1
12. How often do you check and edit your own writing?	4	3	2	1

Part 7: Writing with the computer

Please put a cross (x) on an answer, which matches your writing behaviors on computer. 1 = hardly; 2 = sometimes; 3 = often; and 4 = always.

1. How often do you use Microsoft Word for writing/typing in English?	4	3	2	1
2. How often do you use the English-Thai dictionary in Microsoft Word when writing?	4	3	2	1
3. How often do you use the spell-check in Microsoft Word?	4	3	2	1
4. How often do you use the grammar-check in Microsoft Word?	4	3	2	1

- |   |   |   |   |   |
|---|---|---|---|---|
| 5. How often do you type your outline on the computer?                                | 4 | 3 | 2 | 1 |
| 6. How often do you write your outline on a piece of paper?                           | 4 | 3 | 2 | 1 |
| 7. How often do you start typing when you finish all the handwritten drafts?          | 4 | 3 | 2 | 1 |
| 8. How often do you start typing from the beginning and revising as the writing goes? | 4 | 3 | 2 | 1 |
| 9. How often do you reread through what you have written on the computer?             | 4 | 3 | 2 | 1 |

Part 8: Learners' attitudes toward writing in English

Please put a cross (x) on an answer, which matches your real attitudes toward writing in English. 1 = dislike; 2 = so-so; and 3 = like.

- |  |   |   |   |
|--|---|---|---|
| 1. How do you like writing in pair?                          | 1 | 2 | 3 |
| 2. How do you like self-select your peer to work together?   | 1 | 2 | 3 |
| 3. How do you like multidraft writing?                       | 1 | 2 | 3 |
| 4. How do you like writing with the computer?                | 1 | 2 | 3 |
| 5. How do you like receiving comments/criticisms from peers? | 1 | 2 | 3 |

Part 9: Additional comments

Below please write your opinions (if any) on your experience(s) of the pair work writing you and your peer have done for this research study.

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**Thank you for your cooperation.**

## แบบสอบถามข้อมูลของผู้เรียน วิธีการเรียนรู้ และทัศนคติของผู้เรียนที่มีต่อการเขียนภาษาอังกฤษ

นิสิตทุกท่าน

แบบสอบถามนี้จัดทำขึ้นเพื่อสอบถามข้อมูลเกี่ยวกับตัวนิสิตในฐานะที่เป็นผู้เข้าร่วมงานวิจัย เรื่องรูปแบบของการเสริมศักยภาพแบบพหุมิติในการปฏิสัมพันธ์เป็นคู่ในการเขียนภาษาอังกฤษโดยใช้ คอมพิวเตอร์ :กรณีศึกษาของนิสิตระดับปริญญาบัณฑิตจุฬาลงกรณ์มหาวิทยาลัย ข้อมูลที่ได้จากแบบสอบถามนี้จะเก็บเป็นความลับและจะรายงานผลในงานวิจัยในลักษณะของกลุ่มข้อมูลโดยมิได้กล่าวถึงชื่อจริงของนิสิตแต่อย่างใด ผู้วิจัยจะใช้นามสมมติในการรายงานผลวิจัย

### ส่วนที่ 1: ข้อมูลทั่วไปและข้อมูลทางวิชาการ

1. ชื่อและนามสกุล .....ชื่อเล่น.....
2. อายุ ..... ปี
3. เพศ  ชาย  หญิง
4. ภูมิลำเนา .....
5. หมายเลขโทรศัพท์ที่ติดต่อได้ .....
6. ที่อยู่ email ที่ติดต่อได้ .....
7. คณะที่กำลังศึกษาอยู่ .....วิชาเอก.....
8. คะแนนความสามารถทางภาษาอังกฤษ  TOEFL  IELTS  CU-TEP.....
9. คุณเรียนภาษาอังกฤษเป็นเวลา .....ปีแล้ว
10. คุณชอบภาษาอังกฤษมากน้อยแค่ไหน  
 ชอบมาก  ชอบ  เฉยๆ  ไม่ค่อยชอบ  ไม่ชอบเลย

### ส่วนที่ 2: บุคลิกภาพพื้นฐานของนิสิต

กรุณาประเมินบุคลิกภาพพื้นฐานของคุณโดยการใส่เครื่องหมาย (x) บนเกณฑ์วัดที่เหมาะสม

	1 = ไม่เลย	2 = เล็กน้อย	3 = มาก	4 = มากที่สุด
1. นิสิตเป็นคนช่างพูด			4	3 2 1
2. นิสิตชอบแสดงความคิดเห็น			4	3 2 1
3. นิสิตเป็นคนละเอียดรอบคอบ			4	3 2 1
4. นิสิตมีความคิดริเริ่ม เป็นต้นความคิดใหม่ๆ			4	3 2 1
5. นิสิตชอบช่วยเหลือผู้อื่นและไม่เห็นแก่ตัว			4	3 2 1

6. นิสิตเป็นคนที่เชื่อถือได้	4	3	2	1
7. นิสิตมีอารมณ์มั่นคง สงบ	4	3	2	1
8. นิสิตมั่นใจในตัวเอง	4	3	2	1
9. นิสิตมีความอดุสาหะและความมุ่งมั่น	4	3	2	1
10. นิสิตเข้ากับผู้อื่นได้ง่าย	4	3	2	1

### ส่วนที่ 3: วิธีการเรียนภาษาและวิธีการทำงาน

กรุณาประเมินวิธีการเรียนภาษาและวิธีการทำงานของคุณโดยใช้เครื่องหมาย (x) บนเกณฑ์วัดที่เหมาะสม 1 = น้อยครั้ง 2 = บางครั้ง 3 = บ่อยครั้ง 4 = เป็นประจำ

1. นิสิตชอบวางแผนก่อนทำงาน	4	3	2	1
2. นิสิตทำงานตามแผน	4	3	2	1
3. นิสิตชอบทำงานในลักษณะเดิมๆซ้ำๆ	4	3	2	1
4. นิสิตใช้ภาษาอังกฤษเพื่อทำรายงานและเตรียมการสอบ	4	3	2	1
5. นิสิตใช้ภาษาอังกฤษนอกห้องเรียน	4	3	2	1
6. นิสิตใช้ภาษาอังกฤษเพื่อการเขียนอีเมลล์ บันทึกประจำวัน บล๊อค ฯลฯ	4	3	2	1
7. นิสิตใช้ภาษาอังกฤษเพื่อการสื่อสารกับเพื่อนต่างชาติ	4	3	2	1
8. นิสิตใช้ภาษาอังกฤษเพื่อการฟังข่าว ฟังเพลง ดูหนัง และดูโทรทัศน์	4	3	2	1

### ส่วนที่ 4: การประเมินความสามารถภาษาอังกฤษของตนเอง

กรุณาประเมินตนเองว่าความสามารถทางภาษาอังกฤษในแต่ละทักษะนั้นอยู่ในระดับใด

1 = ระดับเบื้องต้น	2 = ระดับปานกลางค่อนข้างต่ำ			
3 = ระดับปานกลางค่อนข้างสูง	4 = ระดับสูง			
1. ทักษะการฟัง	4	3	2	1
2. ทักษะการพูดสนทนา	4	3	2	1
3. ทักษะการพูดนำเสนองาน	4	3	2	1
4. ทักษะการอ่าน	4	3	2	1
5. ทักษะการเขียน	4	3	2	1

6. คำศัพท์	4	3	2	1
7. ไวยากรณ์	4	3	2	1
8. การออกเสียง	4	3	2	1

#### ส่วนที่ 5: วิธีการเรียนภาษาอังกฤษ

กรุณาประเมินตนเองว่าคุณมีวิธีเรียนภาษาอย่างไร สามารถตอบ “ใช่” และ “ไม่ใช่” ได้ไม่จำกัดจำนวนครั้ง

- |   |                          |     |                          |        |
|---|--------------------------|-----|--------------------------|--------|
| 1. นิสิตเรียนรู้โดยการใช้สายตา เช่น การดูภาพยนตร์                             | <input type="checkbox"/> | ใช่ | <input type="checkbox"/> | ไม่ใช่ |
| 2. นิสิตเรียนรู้โดยการเรียนรู้โดยการฟัง เช่น การฟังการบรรยาย                  | <input type="checkbox"/> | ใช่ | <input type="checkbox"/> | ไม่ใช่ |
| 3. นิสิตเรียนรู้โดยการปฏิบัติตนในสถานการณ์ต่างๆ เช่น การแสดง                  | <input type="checkbox"/> | ใช่ | <input type="checkbox"/> | ไม่ใช่ |
| 4. นิสิตเรียนรู้โดยการกระทำ เช่น การทำบัตรคำศัพท์                             | <input type="checkbox"/> | ใช่ | <input type="checkbox"/> | ไม่ใช่ |
| 5. นิสิตเรียนรู้ด้วยตนเอง เช่น การอ่านหนังสือนอกเวลา                          | <input type="checkbox"/> | ใช่ | <input type="checkbox"/> | ไม่ใช่ |
| 6. นิสิตเรียนรู้ด้วยการทำงานร่วมกันเป็นคู่ หรือ กลุ่ม เช่น การเขียนงานเป็นคู่ | <input type="checkbox"/> | ใช่ | <input type="checkbox"/> | ไม่ใช่ |

#### ส่วนที่ 6: พฤติกรรมการเขียนภาษาอังกฤษ

กรุณาประเมินพฤติกรรมกรเขียนภาษาอังกฤษของนิสิตโดยการใส่เครื่องหมาย (x) บนเกณฑ์วัดที่เหมาะสม 1 = น้อยครั้ง 2 = บางครั้ง 3 = บ่อยครั้ง 4 = เป็นประจำ

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. นิสิตวางโครงร่างของย่อหน้า/เรียงความก่อนเขียนจริง                    | 4 | 3 | 2 | 1 |
| 2. นิสิตเขียนเป็นภาษาไทยก่อนแล้วจึงแปลเป็นภาษาอังกฤษ                    | 4 | 3 | 2 | 1 |
| 3. นิสิตทบทวนรูปแบบโครงสร้างของย่อหน้า/เรียงความที่ถูกต้องก่อนเขียนจริง | 4 | 3 | 2 | 1 |
| 4. นิสิตดูบทความภาษาอังกฤษอื่นๆเป็นต้นแบบ                               | 4 | 3 | 2 | 1 |
| 5. นิสิตหาข้อมูลจากหลายๆแหล่งแล้วมาสรุปเป็นงานเขียนของตนเอง             | 4 | 3 | 2 | 1 |
| 6. นิสิตใช้พจนานุกรม ตัวเล่ม มือถือ หรือออนไลน์                         | 4 | 3 | 2 | 1 |
| 7. นิสิตขอคำปรึกษาจากเพื่อนหรือผู้อื่น                                  | 4 | 3 | 2 | 1 |
| 8. นิสิตทำงานเขียนกับเพื่อนเป็นคู่หรือเป็นกลุ่ม                         | 4 | 3 | 2 | 1 |
| 9. นิสิตคัดลอกแหล่งข้อมูลอื่นที่น่าเชื่อถือ                             | 4 | 3 | 2 | 1 |
| 10. นิสิตพยายามใช้คำศัพท์ที่ยากหรือโครงสร้างประโยคที่ซับซ้อน            | 4 | 3 | 2 | 1 |
| 11. นิสิตพิจารณาเนื้อหาที่จะเขียนอย่างรอบคอบ                            | 4 | 3 | 2 | 1 |
| 12. นิสิตตรวจทานงานเขียนด้วยตนเอง                                       | 4 | 3 | 2 | 1 |



## ส่วนที่ 7: การใช้คอมพิวเตอร์ในการเขียนภาษาอังกฤษ

กรุณาประเมินพฤติกรรมการเขียนภาษาอังกฤษของคุณโดยใช้คอมพิวเตอร์โดยการใส่ เครื่องหมาย (x) บนเกณฑ์วัดที่เหมาะสม

1 = น้อยครั้ง    2 = บางครั้ง    3 = บ่อยครั้ง    4 = เป็นประจำ

1. นิสิตใช้ MS-Word ในการเขียน/พิมพ์ภาษาอังกฤษ	4	3	2	1
2. นิสิตใช้พจนานุกรมอังกฤษ-ไทยที่อยู่ใน MS-Word เวลาเขียน	4	3	2	1
3. นิสิตใช้ฟังก์ชันตรวจแก้ตัวสะกดที่อยู่ใน MS-Word	4	3	2	1
4. นิสิตใช้ฟังก์ชันตรวจแก้ไวยากรณ์ที่อยู่ใน MS-Word	4	3	2	1
5. นิสิตพิมพ์โครงร่างบนคอมพิวเตอร์	4	3	2	1
6. นิสิตเขียนโครงร่างลงในกระดาษก่อน	4	3	2	1
7. นิสิตเขียนร่างหลายๆครั้งลงในกระดาษก่อน เมื่อเขียนเสร็จจึงพิมพ์บนคอมพิวเตอร์	4	3	2	1
8. นิสิตพิมพ์บนคอมพิวเตอร์เลย พิมพ์ไปแก้ไปจนจบ	4	3	2	1
9. นิสิตพิมพ์เสร็จแล้วอ่านตรวจทานอีกรอบ	4	3	2	1

## ส่วนที่ 8: ทักษะคิดโดยรวมต่อการเขียนภาษาอังกฤษ

กรุณาประเมินทัศนคติของคุณโดยการใส่เครื่องหมาย (x) บนเกณฑ์วัดที่เหมาะสมกับคุณ

1 = ไม่ชอบ    2 = เฉยๆ    3 = ชอบ

1. ทัศนคติของนิสิตต่อการเขียนด้วยกันเป็นคู่	1	2	3
2. ทัศนคติของนิสิตต่อการเลือกคู่ที่จะทำงานร่วมกันเอง	1	2	3
3. ทัศนคติของนิสิตต่อการเขียนหลายขั้นตอน	1	2	3
4. ทัศนคติของนิสิตต่อการเขียนโดยใช้คอมพิวเตอร์	1	2	3
5. ทัศนคติของนิสิตต่อการได้รับคำแนะนำหรือคำวิจารณ์จากเพื่อนคู่อื่น	1	2	3

ส่วนที่ 9: ความคิดเห็นและข้อเสนอแนะเพิ่มเติม

กรุณาเขียนถึงความคิดเห็นและข้อเสนอแนะเพิ่มเติมเกี่ยวกับประสบการณ์ที่คุณและเพื่อน  
ของคุณได้รับจากการเขียนภาษาอังกฤษเป็นคู่เพื่อนงานวิจัยนี้ (ถ้ามี)

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ขอขอบคุณสำหรับความร่วมมือ



จุฬาลงกรณ์มหาวิทยาลัย  
CHULALONGKORN UNIVERSITY

## Appendix E

### Content Validity of the Questionnaire of Learners' Profile, Learning Styles, and Attitudes toward English Writing

Part 1's Objectives	Contents	Experts' opinion			IOC	Result
		1	2	3		
<p><u>Part 1: General personal and academic information</u></p> <p>The aim of this part is to get basic information from the participants in general in terms of their personal data, their educational background, their language attitudes</p>	1. Name, last name, and nickname	+1	+1	+1	1.0	✓
	2. Age..... years	+1	+1	+1	1.0	✓
	3. Sex <input type="checkbox"/> Male <input type="checkbox"/> Female	+1	+1	+1	1.0	✓
	4. Place of birth	+1	+1	+1	1.0	✓
	5. Contact number	+1	+1	+1	1.0	✓
	6. Contact email address	+1	+1	+1	1.0	✓
	7. Field of study and major	+1	+1	+1	1.0	✓
	8. English proficiency test score <input type="checkbox"/> TOEFL <input type="checkbox"/> IELTS <input type="checkbox"/> CU-TEP	+1	0	+1	0.67	✓
	9. How long have you been studying English?.....years	+1	+1	+1	1.0	✓
	10. How do you like English? <input type="checkbox"/> I love it. <input type="checkbox"/> I like it. <input type="checkbox"/> So-so.  <input type="checkbox"/> I don't like it. <input type="checkbox"/> I really don't like it.	+1	+1	+1	1.0	✓
	11. Experiential English I grade	0	0	0	0	<input type="checkbox"/>
Part 1's IOC = $9.67 \div 11 = 0.879$						

Part 2's Objectives	Contents	Experts' opinion			IOC	Result
		1	2	3		
<u>Part 2: Personality profile</u>	(Rating scale: 1 = not at all, 2 = fairly, 3 = very, 4 = extremely)					
The aim of this part is to know more about the personality of the participants, which can be useful for the discussion of their English language learning behaviors.	1. How talkative are you?	+1	+1	+1	1.0	✓
	2. How opinionated are you?	+1	+1	+1	1.0	✓
	3. How detail-oriented are you?	+1	+1	+1	1.0	✓
	4. How initiative are you?	+1	+1	+1	1.0	✓
	5. How humble are you?	0	0	0	0	✗
	6. How helpful are you?	+1	+1	+1	1.0	✓
	7. How reliable are you?	+1	+1	0	0.67	✓
	8. How forgiving are you?	0	0	+1	0.33	✗
	9. How calm are you?	+1	+1	0	0.67	✓
	10. How self-confident are you?	+1	+1	+1	1.0	✓
	11. How determined are you?	+1	+1	+1	1.0	✓
	12. How outgoing are you?	+1	+1	+1	1.0	✓
Part 2's IOC = $9.67 \div 12 = 0.805$						

Part 3's Objectives	Contents	Experts' opinion			IO C	Result
		1	2	3		
<u>Part 3: Working and language learning styles</u>	(Rating scale: 1 = Hardly, 2 = Sometimes, 3 = Often, 4 = Always)					
The aim of this part is to know more about the participants' styles of working and learning, which can be useful for the discussion of their English language learning behaviors.	1. How often do you plan before working on something?	+1	+1	+1	1.0	✓
	2. How often are you able to work as planned?	+1	+1	+1	1.0	✓
	3. How often do you enjoy working on similar tasks?	+1	+1	+1	1.0	✓
	4. How often do you use English for writing a report and preparing for tests?	+1	+1	+1	1.0	✓
	5. How often do you use English for outside class?	+1	+1	+1	1.0	✓
	6. How often do you use English for writing email messages, diary, or blogs?	+1	+1	+1	1.0	✓
	7. How often do you use English to communicate with foreign friends?	+1	+1	+1	1.0	✓
	8. How often do you use English for listening to news and music, or watching movies and TV?	+1	+1	+1	1.0	✓
Part 3's IOC = $8.0 \div 8 = 1.0$						

Part 4's Objectives	Contents	Experts' opinion			IO C	Result
		1	2	3		
<u>Part 4: Self-assessment</u>  The aim of this part is to know more about how the participants evaluate their own English ability, which can affect their English language learning behaviors.	(Rating scale: 1 = Beginner, 2 = Lower-intermediate, 3 = Upper-intermediate, 4 = Advanced)					
	1. Listening skills	+1	+1	+1	1.0	✓
	2. Conversational skills	+1	+1	+1	1.0	✓
	3. Presentation skills	+1	+1	+1	1.0	✓
	4. Reading skills	+1	+1	+1	1.0	✓
	5. Writing skills	+1	+1	+1	1.0	✓
	6. Vocabulary knowledge	+1	+1	+1	1.0	✓
	7. Grammar knowledge	+1	+1	+1	1.0	✓
	8. Pronunciation skills	+1	+1	+1	1.0	✓
	Part 4's IOC = $8.0 \div 8 = 1.0$					
Part 5's Objectives	Contents	Experts' opinion			IOC	Result
		1	2	3		
<u>Part 5: Learning styles in English</u>  The aim of this part is to know more about how the participants learn English.	(Alternatives: <input type="checkbox"/> Yes <input type="checkbox"/> No)					
	1. Do you learn English well by seeing, i.e. watching movies?	+1	+1	+1	1.0	✓
	2. Do you learn English well by hearing, i.e. listening to lectures?	+1	+1	+1	1.0	✓
	3. Do you learn English well by role-playing, i.e. acting?	+1	+1	+1	1.0	✓
	4. Do you learn English by doing or touching, i.e. making word cards?	+1	+1	+1	1.0	✓

	5. Do you learn English well by reading on your own, external reading?	+1	+1	+1	1.0	✓
	6. Do you learn English well by working in pair or group, i.e. pair writing?	+1	+1	+1	1.0	✓
	Part 5's IOC = $6.0 \div 6 = 1.0$					
Part 6's Objectives	Contents	Experts' opinion			IOC	Result
		1	2	3		
<u>Part 6: English writing behaviors</u> The aim of this part is to find out what the participants do when they have to write a paragraph in English.	(Rating scale: 1 = Hardly, 2 = Sometimes, 3 = Often, 4 = Always)					
	1. How often do you make an outline before writing a paragraph?	+1	+1	+1	1.0	✓
	2. How often do you write the paragraph in Thai first and then translate it into English?	+1	+1	+1	1.0	✓
	3. How often do you review a structure of a good paragraph before actually writing it?	+1	+1	+1	1.0	✓
	4. How often do you look at other English paragraphs as models?	+1	+1	+1	1.0	✓
	5. How often do you research from many sources and summarize them in your paragraph?	+1	+1	+1	1.0	✓

	6. How often do you use paper, handheld, or online dictionaries?	+1	+1	+1	1.0	✓
	7. How often do you ask for advice about your paragraph writing from your friends or others?	+1	+1	+1	1.0	✓
	8. How often do you write together with your friends in pair or group?	+1	+1	+1	1.0	✓
	9. How often do you copy from reliable sources of information?	+1	+1	+1	1.0	✓
	10. How often do you try to use vocabulary or complex sentence structures?	+1	+1	+1	1.0	✓
	11. How often do you think through the content of your paragraph thoroughly?	+1	+1	+1	1.0	✓
	12. How often do you check and edit your own writing?	+1	+1	+1	1.0	✓
	Part 6's IOC = $12.0 \div 12 = 1.0$					
Part 7's Objectives	Contents	Experts' opinion			IOC	Result
		1	2	3		
<u>Part 7: Writing with the computer</u>	(Rating scale: 1 = Hardly, 2 = Sometimes, 3 = Often, 4 = Always)					
The aim of this part is to survey	1. How often do you use Microsoft Word for	+1	+1	+1	1.0	✓



the participants' behaviors whether, to what extent, and how they use computer in writing in English.	writing/typing in English?					
	2. How often do you use the English-Thai dictionary in Microsoft Word when writing?	+1	+1	+1	1.0	✓
	3. How often do you use the spell-check in Microsoft Word?	+1	+1	+1	1.0	✓
	4. How often do you use the grammar-check in Microsoft Word?	+1	+1	+1	1.0	✓
	5. How often do you type your outline on the computer?	+1	+1	+1	1.0	✓
	6. How often do you write your outline on a piece of paper?	+1	+1	+1	1.0	✓
	7. How often do you start typing when you finish all the handwritten drafts?	+1	+1	+1	1.0	✓
	8. How often do you start typing from the beginning and revising as the writing goes?	+1	+1	+1	1.0	✓
	9. How often do you reread through what you have written on the computer?	+1	+1	+1	1.0	✓
	Part 7's IOC = $9.0 \div 9 = 1.0$					

Part 8's Objectives	Contents	Experts' opinion			IOC	Result
		1	2	3		
<u>Part8: Learners' attitudes toward writing in English</u> The aim of this part is to find out the participants' attitudes toward writing in English.	(Rating scale: 1 = Dislike, 2 = So-so, and 3 = Like)					
	1. How do you like writing in pair?	+1	+1	+1	1.0	✓
	2. How do you like self-select your peer to work together?	+1	+1	+1	1.0	✓
	3. How do you like multidraft writing?	+1	+1	+1	1.0	✓
	4. How do you like writing with the computer?	+1	+1	+1	1.0	✓
	5. How do you like receiving comments/criticisms from peers?	+1	+1	+1	1.0	✓
Part 8's IOC = $5.0 \div 5 = 1.0$						
Part 9's Objectives	Contents	Experts' opinion			IOC	Result
		1	2	3		
<u>Part 9: Additional comments</u> The aim of this part is to know more about any additional comments the participants have about their experience(s) of	Below please write your opinions (if any) on your experience(s) of the pair work writing you and your peer have done for this research study. ..... ..... ..... .....	+1	+1	+1	1.0	✓

the pair work	.....					
writing they have	.....					
done for this	.....					
research study.						

Note:

Meanings of score are the followings:

+1 = Agree; 0 = Questionable; and -1 = Disagree

The formula is  $IOC = \sum R/N$ ;  $\sum R$  = the total of scores; N = the number of experts.

$IOC = 0.879+0.805+1.0+1.0+1.0+1.0+1.0+1.0+1.0 / 9 = 8.684 / 9 = 0.96$

The value of the content validity or Index of Item Objective Congruence (IOC) was high at 0.96, compared to the acceptable value of IOC at 0.50.

## Appendix F

### Responses of questionnaire of Learners' Profile, Learning Styles, and Attitudes toward English Writing

#### Part 1: General Personal and Academic Information

General Personal and Academic Information	Dyad 1		Dyad 2		Dyad 3	
	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
Name	Coco (CC)	Nell (NL)	Mick (MK)	Chaz (CZ)	Kate (KT)	Jane (JN)
Age	19 years old	20 years old	19 years old	19 years old	20 years old	19 years old
Sex	Female	Female	Male	Male	Female	Female
Place of birth	Chiang Rai	Bangkok	Bangkok	Bangkok	Bangkok	Bangkok
Field of study	Political science	Political science	Political science	Political science	Political science	Political science
Major	Sociology and Anthropology	Sociology and Anthropology	Sociology and Anthropology	Sociology and Anthropology	Sociology and Anthropology	Sociology and Anthropology
TOEFL score	491 (moderate user)	454 (moderate user)	479 (moderate user)	535 (competent user)	454 (moderate user)	512 (competent user)
No. of years studying English	14 years	14 years	16 years	11 years	15 years	14 years
Attitude toward English	"I love it"	"I like it"	"I like it"	"I love it"	"I love it"	"I like it"

## Part 2: Personality Profile

Personal profile	Dyad 1		Dyad 2		Dyad 3	
	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
	Coco (CC)	Nell (NL)	Mick (MK)	Chaz (CZ)	Kate (KT)	Jane (JN)
1. How talkative are you?	Very talkative	Very talkative	Fairly talkative	Very talkative	Extremely talkative	Very talkative
2. How opinionated are you?	Very opinionated	Very opinionated	Fairly opinionated	Fairly opinionated	Extremely opinionated	Fairly opinionated
3. How detail-oriented are you?	Fairly detail-oriented	Fairly detail-oriented	Very detail-oriented	Very detail-oriented	Fairly detail-oriented	Fairly detail-oriented
4. How initiative are you?	Fairly initiative	Very initiative	Fairly initiative	Very initiative	Extremely initiative	Very initiative
5. How helpful are you?	Very helpful	Very helpful	Very helpful	Very helpful	Very helpful	Very helpful
6. How reliable are you?	Fairly reliable	Very reliable	Very reliable	Very reliable	Fairly reliable	Very reliable
7. How calm are you?	Fairly calm	Fairly calm	Fairly calm	Very calm	Fairly calm	Fairly calm
8. How self-confident are you?	Very self-confident	Fairly self-confident	Very self-confident	Fairly self-confident	Very self-confident	Fairly self-confident
9. How determined are you?	Fairly determined	Very determined	Very determined	Very determined	Fairly determined	Very determined
10. How outgoing are you?	Very outgoing	Very outgoing	Very outgoing	Fairly outgoing	Fairly outgoing	Very outgoing

### Part 3: Working and language learning styles

Working and language learning styles	Dyad 1		Dyad 2		Dyad 3	
	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
	Coco (CC)	Nell (NL)	Mick (MK)	Chaz (CZ)	Kate (KT)	Jane (JN)
1. How often do you plan before working on something?	Sometimes	Always	Always	Always	Sometimes	Sometimes
2. How often are you able to work as planned?	Sometimes	Always	Always	Always	Sometimes	Sometimes
3. How often do you enjoy working on similar tasks?	Never	Always	Sometimes	Sometimes	Never	Hardly
4. How often do you use English for writing a report and preparing for tests?	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	Not often
5. How often do you use English outside class?	Always	Not often	Sometimes	Always	Sometimes	Sometimes
Working and language learning styles	Dyad 1		Dyad 2		Dyad 3	
	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
	Coco (CC)	Nell (NL)	Mick (MK)	Chaz (CZ)	Kate (KT)	Jane (JN)
6. How often do you use English for writing email messages, diary, or blogs?	Always	Never	Sometimes	Not often	Sometimes	Never
7. How often do you use English to communicate with foreign friends?	Not often	Sometimes	Sometimes	Not often	Sometimes	Always
8. How often do you use English for listening to news and music, or watching movies and TV?	Always	Always	Sometimes	Always	Always	Sometimes

Part 4: Self-assessment

Skill self-assessment	Dyad 1		Dyad 2		Dyad 3	
	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
	Coco (CC)	Nell (NL)	Mick (MK)	Chaz (CZ)	Kate (KT)	Jane (JN)
Listening skills	Upper-intermediate	Upper-intermediate	Lower-intermediate	Lower-intermediate	Upper-intermediate	Upper-intermediate
Conversational skills	Upper-intermediate	Lower-intermediate	Beginner	Lower-intermediate	Upper-intermediate	Upper-intermediate
Presentation skills	Upper-intermediate	Lower-intermediate	Upper-intermediate	Upper-intermediate	Advanced	Upper-intermediate
Reading skills	Upper-intermediate	Lower-intermediate	Upper-intermediate	Upper-intermediate	Advanced	Upper-intermediate
Writing skills	Upper-intermediate	Upper-intermediate	Lower-intermediate	Upper-intermediate	Lower-intermediate	Lower-intermediate
Vocabulary knowledge	Beginner	Lower-intermediate	Upper-intermediate	Upper-intermediate	Lower-intermediate	Lower-intermediate
Grammar knowledge	Upper-intermediate	Lower-intermediate	Lower-intermediate	Upper-intermediate	Lower-intermediate	Beginner
Pronunciation skills	Beginner	Upper-intermediate	Lower-intermediate	Beginner	Advanced	Upper-intermediate

Part 5: Learning styles in English

Learning styles in English	Dyad 1		Dyad 2		Dyad 3	
	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
	Coco (CC)	Nell (NL)	Mick (MK)	Chaz (CZ)	Kate (KT)	Jane (JN)
1. Do you learn English best by seeing, i.e. watching movies?	Yes	Yes	Yes	Yes	Yes	Yes
2. Do you learn English best by hearing, i.e. listening to lectures?	No	Yes	Yes	Yes	Yes	Yes
3. Do you learn English best by role-playing, i.e. acting?	No	No	No	No	Yes	No
4. Do you learn English by doing or touching, i.e. making word cards?	No	No	No	Yes	Yes	Yes
5. Do you learn English best by reading on your own, i.e. external reading?	Yes	Yes	Yes	Yes	No	Yes
6. Do you learn English best by working in pair or group, i.e. pair writing?	Yes	Yes	Yes	Yes	Yes	No



Part 6: English writing behaviors

English writing behaviors	Dyad 1		Dyad 2		Dyad 3	
	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
	Coco (CC)	Nell (NL)	Mick (MK)	Chaz (CZ)	Kate (KT)	Jane (JN)
1. How often do you make an outline before writing a paragraph?	Not often	Always	Sometimes	Always	Sometimes	Always
2. How often do you write the paragraph in Thai first and then translate it into English?	Not often	Never	Not often	Not often	Sometimes	Sometimes
3. How often do you review a structure of a good paragraph before actually writing it?	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	Always
4. How often do you look at other English paragraphs as models?	Always	Sometimes	Sometimes	Sometimes	Hardly	Sometimes
5. How often do you research from many sources and summarize them in your paragraph?	Always	Sometimes	Sometimes	Always	Sometimes	Never
6. How often do you use paper, handheld, or online dictionaries?	Always	Always	Always	Sometimes	Always	Always
7. How often do you ask for advice about your paragraph writing from your friends or others?	Sometimes	Not often	Sometimes	Not often	Sometimes	Always
8. How often do you write together with your friends in pair or group?	Not often	Not often	Sometimes	Sometimes	Sometimes	Sometimes

English writing behaviors	Dyad 1		Dyad 2		Dyad 3	
	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
	Coco (CC)	Nell (NL)	Mick (MK)	Chaz (CZ)	Kate (KT)	Jane (JN)
9. How often do you copy from reliable sources of information?	Sometimes	Not often	Sometimes	Sometimes	Sometimes	Sometimes
10. How often do you try to use vocabulary or complex sentence structures?	Sometimes	Not often	Not often	Sometimes	Sometimes	Not often
11. How often do you think through the content of your paragraph thoroughly?	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	Always
12. How often do you check and edit your own writing?	Always	Sometimes	Always	Not often	Not often	Always

Part 7: Writing with the computer

Writing with the computer	Dyad 1		Dyad 2		Dyad 3	
	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
	Coco (CC)	Nell (NL)	Mick (MK)	Chaz (CZ)	Kate (KT)	Jane (JN)
1. How often do you use Microsoft Word for writing/ typing in English?	Always	Always	Always	Always	Always	Always
2. How often do you use the English-Thai dictionary in Microsoft Word when writing?	Always	Never	Sometimes	Hardly	Hardly	Never
Writing with the computer	Dyad 1		Dyad 2		Dyad 3	
	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
	Coco (CC)	Nell (NL)	Mick (MK)	Chaz (CZ)	Kate (KT)	Jane (JN)
3. How often do you use the spell-check in Microsoft Word?	Always	Never	Sometimes	Hardly	Sometimes	Always
4. How often do you use the grammar-check in Microsoft Word?	Sometimes	Never	Sometimes	Sometimes	Hardly	Always
5. How often do you type your outline on the computer?	Sometimes	Sometimes	Hardly	Hardly	Hardly	Hardly
6. How often do you write your outline on a piece of paper?	Always	Sometimes	Always	Always	Sometimes	Always

7. How often do you start typing when you finish all the handwritten drafts?	Hardly	Hardly	Always	Sometimes	Always	Always
8. How often do you start typing from the beginning and revising as the writing goes?	Sometimes	Hardly	Hardly	Hardly	Hardly	Hardly
9. How often do you reread through what you have written on the computer?	Always	Hardly	Always	Sometimes	Always	Sometimes

#### Part8: Learners' attitudes toward writing in English

Learners' attitudes toward writing in English	Dyad 1		Dyad 2		Dyad 3	
	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
	Coco (CC)	Nell (NL)	Mick (MK)	Chaz (CZ)	Kate (KT)	Jane (JN)
1. How do you like writing in pair?	So-so	So-so	Like	So-so	Like	Like
2. How do you like self-select your peer to work together?	So-so	So-so	Like	Like	Like	Like
3. How do you like multidraft writing?	Like	So-so	So-so	Like	So-so	Dislike
4. How do you like writing with the computer?	Like	So-so	So-so	So-so	So-so	So-so
5. How do you like receiving comments/criticisms from peers?	Like	So-so	Like	So-so	Like	Like

Part 9: Additional comments

Dyad 1		Dyad 2		Dyad 3	
Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
Coco (CC)	Nell (NL)	Mick (MK)	Chaz (CZ)	Kate (KT)	Jane (JN)
<p>Listening to my peer's opinions is great even though I was confident with what I think. Having worked with a peer can make me see my mistakes and get new ideas that I never thought of. If I write by myself, I will write only what I think and cannot think outside the box. Peers are important in that they can give suggestions. However, I personally like to work on my own according to my ideas. I'm often afraid that I will upset my friends due to our different ideas. When they have great ideas, I will usually listen without making any argument. If the ideas are so different, I will propose my ideas and see what they think and whether they agree with me. I think working in pair is more work and I am more tired. Yet, the final product of pair work is usually a lot better than that of individual work.</p>	<p>I got to practice working with others and listen to others' opinions.</p>	<p>When writing in pair, we can consult each other. The written product is much better because each of us knows different things. Working in pair gives us more confidence and more effective written product than working alone.</p>	<p>Working with another peer is quite fun. When we cannot think of words or structures, we can ask our friend. When we make any mistake, our friend can point it out. Overall, we work faster and more productively.</p>	<p>Working in pair is beneficial in that each of us knows different things that we can share to each other. We also help organize our thoughts and ideas, making writing in English much easier.</p>	<p>Working in pair enables me to know new ideas and perspectives from my peer. Working together provides that we check and review our work more thoroughly, making the written product better.</p>

Appendix G  
Semi-Structured Interviews

1. What do you think about multiple draft writing?
2. How do you feel about pair work writing?
3. What is your opinion about pairing?
4. What do you think about writing on the computer?
5. What problems do you have while writing in English?
6. How do you feel about commenting on others' work?
7. What do you think about the comment(s) you received from others?

**คำถามปลายเปิดของการสัมภาษณ์แบบกึ่งมีโครงสร้าง**

1. คุณคิดอย่างไรกับการเขียนหลายขั้นตอน
2. คุณคิดอย่างไรกับการเขียนเป็นคู่
3. คุณคิดอย่างไรกับการเลือกคู่
4. คุณคิดอย่างไรกับการเขียนโดยใช้คอมพิวเตอร์
5. คุณมักจะมีปัญหาอะไรขณะที่เขียนเป็นภาษาอังกฤษ
6. คุณคิดอย่างไรกับการวิจารณ์งานเขียนของผู้อื่น
7. คุณคิดอย่างไรกับคำวิจารณ์และข้อเสนอแนะที่คุณได้รับจากผู้อื่น

## Appendix H

### Content Validity of the Semi-Structured Interviews Questions

Objectives	Contents	Experts' opinion			IOC	Result
		1	2	3		
To find out the participants' attitudes and opinions about writing an English multiple draft opinion paragraph in self-selected pair using computer as a platform	1. What do you think about multiple draft writing?	+1	+1	+1	1.0	✓
	2. How do you feel about pair work writing?	+1	+1	+1	1.0	✓
	3. What is your opinion about pairing?	+1	+1	+1	1.0	✓
	4. What do you think about writing on the computer?	+1	+1	+1	1.0	✓
	5. What problems do you have while writing in English?	+1	+1	+1	1.0	✓
	6. How do you feel about commenting on others' work?	+1	+1	+1	1.0	✓
	7. What do you think about the comment(s) you received from others?	+1	+1	+1	1.0	✓

Note:

1. Meanings of score are the followings:  
 +1 = Agree; 0 = Questionable; and -1 = Disagree
2. The formula is  $IOC = \sum R/N$ ;  $\sum R$  = the total of scores; N = the number of experts.  
 $IOC = 1.0+1.0+1.0+1.0+1.0+1.0+1.0 / 7 = 7.0 / 7 = 1$
3. The value of the content validity or Index of Item Objective Congruence (IOC) was very high at 1.0, compared to the acceptable value of IOC at 0.50.

Appendix I  
Data Collection Schedules

Date	Time	Participants	Time spent	Writing stages
August 24, 2011	13:00-16:00	Coco and Nell	02:21:35	- Coco and Nell completed the outline (Stage 1) and wrote their first draft (Stage 2). - Their draft was given to Chaz and Mick to review.
August 29, 2011	15:00-16:00	Chaz and Mick	00:55:34	- Chaz and Mick reviewed Coco's and Nell's draft and gave comments (Stage 3).
September 20, 2011	13:00-16:00	Coco and Nell	01:54:31	- Coco and Nell reviewed Kate and Jane's draft and gave comments (Stage 3). - They received their draft back from Chaz and Mick and revised the draft (Stage 4)
September 21, 2011	15:00-16:00	Kate and Jane	00:53:38	- Kate and Jane received their draft back from Coco and Nell and revised it (Stage 4).



## Appendix J

### Criteria for Selecting Experts for Content Validation

#### *Criteria for expert selection*

The three experts who participate in this study must meet the following criteria:

- They must hold an M.A. or Ph.D. in English, Applied Linguistics, Language Education, or related fields.
- They must have a minimum three years of experience in their profession.
- They must have been involved in academic research in the areas of Applied Linguistics, Second Language Acquisition, Second Language Writing, Genre Analysis, Discourse Analysis, or Translation Studies or related fields.

#### *Criteria for inter-rater selection*

Another rater who participates in this study must meet the following criteria:

- He/she must hold an M.A. or Ph.D. in English, Applied Linguistics, Language Education, or related fields.
- He/she has been involved in academic research in the areas of Applied Linguistics, Second Language Acquisition, Second Language Writing, Genre Analysis, Discourse Analysis, or Translation Studies or related fields.
- He/she must be experienced in teaching at a tertiary education level for a minimum of three years.
- He/she must be familiar with rating scales, and have been rating learners' writing.

#### *Criteria for inter-transcriber selection*

Another transcriber who participates in this study must meet the following criteria:

- He/she must be pursuing or hold an M.A. or Ph.D. in Linguistics, Applied Linguistics, Language Education, or related fields.
- He/she has been involved in academic research.
- He/she must be computer literate.

#### *Criteria for inter-translator selection*

Another translator who participates in this study must meet the following criteria:

- He/she must hold an M.A. in English, Applied Linguistics, Language Education, or related fields.

- He/she must be a professional Thai-English and English-Thai translator or translation instructor, with a minimum score of TOEFL at 580 or with an equivalent score on other English standardized tests.
- He/she must have a minimum three years of experience in their profession.
- He/she must be computer literate.

***Criteria for data inter-coder selection***

Another coder who participates in this study must meet the following criteria:

- He/she must be pursuing or hold an M.A. or Ph.D. in English, Applied Linguistics, Language Education, or related fields.
- He/she have been involved in academic research in the areas of Applied Linguistics, Second Language Acquisition, Second Language Writing, Genre Analysis, Discourse Analysis, or Translation Studies or related fields.
- He/she must have a minimum three years of experience in their profession.
- He/she must be computer literate.

Appendix K  
Selection of Cases

Objectives	Criteria	Inter-rater's opinion			Comment(s)/ Suggestion(s)
		Appropriate (1)	Not sure (0)	Inappropriate (-1)	
Pair 1's (Liv-Tess) interaction: To rate whether pair 1's interaction is appropriate for data analysis in this study.	Clarity and quality of voice	✓			Pair 1 did not seem to be task- focused.
	Quality of motion pictures		✓		
	Level of task engagement			✓	
	Amount of interaction			✓	
	Active participation			✓	
	Commitment to task completion			✓	
	Time management		✓		
Pair 2's (Penny-Grace) interaction: To rate whether pair 1's interaction is appropriate for data analysis in this study.	Clarity and quality of voice			✓	The recording was very quiet.
	Quality of motion pictures			✓	
	Level of task engagement	✓			
	Amount of interaction		✓		
	Active participation		✓		
	Commitment to task completion	✓			
	Time management	✓			
Pair 3's (Ben-Sam)	Clarity and quality of voice			✓	There was too

interaction: To rate whether pair 1's interaction is appropriate for data analysis in this study.	Quality of motion pictures			✓	much silence and not much of interaction.
	Level of task engagement	✓			
	Amount of interaction			✓	
	Active participation	✓			
	Commitment to task completion	✓			
	Time management	✓			
Pair 4's (Coco-Nell) interaction: To rate whether pair 1's interaction is appropriate for data analysis in this study.	Clarity and quality of voice	✓			There was a great deal of interaction between the two students.
	Quality of motion pictures	✓			
	Level of task engagement	✓			
	Amount of interaction	✓			
	Active participation	✓			
	Commitment to task completion	✓			
	Time management	✓			
Pair 5's (Rose-Fifi) interaction: To rate whether pair 1's interaction is appropriate for data analysis in this study.	Clarity and quality of voice			✓	There was an error in playing the recording file.
	Quality of motion pictures			✓	
	Level of task engagement			✓	
	Amount of interaction			✓	
	Active participation			✓	
	Commitment to task completion			✓	
	Time management			✓	
Pair 6's (Chaz-Mick) interaction: To rate whether pair 1's	Clarity and quality of voice			✓	There was too much silence and not much of
	Quality of motion pictures	✓			

interaction is appropriate for data analysis in this study.	Level of task engagement	✓			interaction.
	Amount of interaction			✓	
	Active participation		✓		
	Commitment to task completion	✓			
	Time management		✓		
Pair 7's (Sasha-Lex) interaction: To rate whether pair 1's interaction is appropriate for data analysis in this study.	Clarity and quality of voice			✓	There was an error in playing the recording file.
	Quality of motion pictures			✓	
	Level of task engagement			✓	
	Amount of interaction			✓	
	Active participation			✓	
	Commitment to task completion			✓	
	Time management			✓	
Pair 8's (Kate-Jane) interaction: To rate whether pair 1's interaction is appropriate for data analysis in this study.	Clarity and quality of voice			✓	The interaction was very limited.
	Quality of motion pictures			✓	
	Level of task engagement			✓	
	Amount of interaction			✓	
	Active participation	✓			
	Commitment to task completion		✓		
	Time management			✓	
Pair 9's (Cleo-Drea) interaction: To rate whether pair 1's interaction is	Clarity and quality of voice			✓	This pair of students did not do the task on their own.
	Quality of motion pictures			✓	
	Level of task engagement	✓			

appropriate for data analysis in this study.	Amount of interaction	✓			Besides, they are not focused on the task.
	Active participation	✓			
	Commitment to task completion	✓			
	Time management	✓			



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## Appendix L

### Two Raters' Notes after Listening to the Recordings from Nine Pairs of Participants.

Participants	English Proficiency (TOEFL)	Notes
Fifi-Rose	454-485	Their audio-recording and video-recording files (Data collection Session 1) encountered some errors.
Chaz-Mick	535-479	Mick occupied the computer and did not talk to Chaz while Chaz's voice was too soft to be understood from the recording
Lex-Sasha	488-485	Their audio-recording and video-recording files (Data collection Session 2) encountered some errors.
Ben-Sam	523-476	Ben occupied the computer and did not talk much to Sam although Sam tried to contribute ideas. Both participants' voice was moderately clear.
Liv-Tess	431-482	Both Liv and Tess stayed on task very briefly at the beginning, but spent most of the time watching music videos. Afterwards, they rushed through the task when running out of time.
Drea-Cleo	482-462	Cleo occupied the computer and rather worked independently whereas Drea complained about her own laziness.
Nell-Coco	454-491	The conversation showed a good flow of constructive exchanges between Nell and Coco. They stayed on the task with a strong commitment.
Jane-Kate	512-454	Both Jane and Kate struggled brainstorming ideas (Stage 1) and decided to telephone to another third person and asked him/her to compose the entire paragraph for them.
Penny-Grace	473-479	Penny's voice was barely heard in the recording. She had a sore throat during both data collection sessions.

## Appendix M

### Experiential English I Course (2011) Timetable

Week	Date	Content/Activities	Writing genre	Research Phase
1	June 6-10, 2011	Course orientation Study skills/Ice-breaking activities	-	Rapport-building with the students (in class)
2	June 13-17, 2011	Unit 1: What's the Story?	Narrative paragraph	
3	June 20-14, 2011			
4	June 27-July 1, 2011			
5	July 4-8, 2011	Unit 2: Technology	Advantages and disadvantages	
6	July 11-15, 2011			
7	July 18-22, 2011			
8	July 25-29, 2011	Midterm examination: July 23, 2011	Advantages and disadvantages	
9	August 1-5, 2011	Unit 4: Make an Impact	Opinion paragraph	
10	August 8-12, 2011			
11	August 15-19, 2011			
12	August 22-26, 2011	Unit 5: Believe It or Not	Summary writing	First data gathering sessions (out-of-class)
13	August 29- September 2, 2011			
14	September 5-9, 2011			
15	September 12-16, 2011	Review Course evaluation	-	Second data gathering sessions (out-of-class)
16	September 19-23, 2011	Course wrap-up and Evaluation	September 24 Last day of class	
	-	Final Examination: September 26, 2011	Opinion paragraph	-



## Appendix N

### Episodes of Dyadic Interaction, their Observation Field Notes, Analysis of Role of Interaction, Analysis of Emerging Scaffolding Patterns and Uses of Writing Strategies

#### Dyad 1 (Coco-Nell)

#### Stage I (Planning)

##### Episode 1: Initiating the writing task (TRE)

- 1 COCO: Let's look at the task.
- 2 NELL: Have you look at how the *outline* should be? Let's look at the topic  
*Life now is better than it was 100 years ago.*
- 3 COCO: So life now is better than it was 100 years ago.
- 4 NELL: 100 years ago, right? ## Not everything.
- 5 COCO: Yes, only some things are better.
- 6 NELL: mm...yes, technology is better, but not people's heart?

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: opinion

Uses of writing strategies: organization, planning

##### Episode 2: Interpreting the writing topic (TRE)

- 7 COCO: Should we look at happiness?
- 8 NELL: mm... in the old days people were happier. But there were wars a hundred years ago.
- 9 COCO: I think people then must have had unhappiness of their own, don't you think?
- 10 NELL: Yes, that's true, so it is better now, isn't it? Better in several ways actually... mm...like technology.

Analysis of role of interaction: dominant/dominant

Analysis of emerging scaffolding patterns: opinion

Uses of writing strategies: planning, generating ideas

Episode 3: Reinterpreting the writing topic (TRE)

11 COCO: Can we say life now and then are *the same*?

12 NELL: How so? You mean it's neither better nor worse?

13 COCO: Both good and bad things in the past happened and ended.

14 NELL: mm...I see. So if it's not good and we don't want to agree with the topic, what would be bad points of the life now?

15 COCO: Something that is not good? ...Environment.

16 NELL: Ah, yes, I agree.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: opinion

Uses of writing strategies: evaluating, generating ideas

Episode 4: Negotiating the argument (TRE)

17 COCO: Environment... But if we talk about lust and greed, I think they exist in all generations.

18 NELL: Yeah yeah yeah ((NODDING))

19 COCO: In the past, people might have wanted to, like, to own a carriage while people now want a sports car. [um] Right?

20 NELL: Yeah yeah, but does the word *life* in the prompt mean our lifestyles? So should it be something like life now is more convenient?  
Or...

Analysis of role of interaction: dominant/dominant

Analysis of emerging scaffolding patterns: opinion

Uses of writing strategies: evaluating

Episode 5: Re-negotiating the argument (TRE)

- 21 COCO: Life should be measured by level of happiness? Let's start listing the negative sides of, I mean, the positive points of life 100 years ago. So environment was better in the past. What else?
- 22 NELL: What was better? Environment was better.
- 23 COCO: What else? Fewer crimes, right?
- 24 NELL: Um...But they fought and killed one another. But wait... 100 years ago was that long ago? It's like XX 100 years ago was like our grandparents' generation. Right?
- 25 COCO: Yes, I think so. Like the world war II when our grandparents were young. Right?

Analysis of role of interaction: dominant/dominant

Analysis of emerging scaffolding patterns: opinion, prior knowledge

Uses of writing strategies: evaluating, elaborating

Episode 6: Listing to agree with the topic (CRE)

- 26 NELL: It's like the age of...
- 27 COCO: Like what? What is it called? In terms of liberty and rights, it is better now. Right?
- 28 NELL: Yeah yeah
- 29 COCO: Liberty and human rights.
- 30 NELL: People have more freedom to make decisions.
- 31 COCO: Yes, that's because people are more knowledgeable?
- 32 NELL: Yeah yeah yeah yeah yeah yeah yeah yeah, I agree.
- 33 COCO: In the society where people are more knowledgeable, how do they call it? There is more chance for democracy [yeah]. Liberty and rights at present. What else? Medical?
- 34 NELL: Yeah.

Analysis of role of interaction: expert/novice

Analysis of emerging scaffolding patterns: opinion, prior knowledge

Uses of writing strategies: generating ideas

Episode 7: Changing the argument (TRE)

35 COCO: What else was better in the past?

36 NELL: Actually, they both are good. I think if we compare life now and life 100 years ago, they are both good in their own ways. For example, we think life now is good already, but the future will be better. How then? You know?

37 COCO: Life is better in many ways.

38 NELL: In the past?

Analysis of role of interaction: expert/novice

Analysis of emerging scaffolding patterns: peer, opinions

Uses of writing strategies: clarification

Episode 8: Arguing about the argument (CRE/TRE)

39 COCO: Well, how about considering the four requisites of a human's life?

40 NELL: Like what? Clothes?

41 COCO: Is it a good idea? Like shelter, medicine, clothes and one thing is missing. Food.

42 NELL: I see. Yeah yeah...should we list food first? Like, we say, food was not expensive then. But it was common in the past, right?

43 COCO: I think people in every era have to struggle [yeah] from then until now. Right? What should we do next?

44 NELL: In general, they both are good, but we don't know which one is better and how?

45 COCO: What should we do? Can we get to the point? Many things are better.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, opinion, prior knowledge

Uses of writing strategies: generating ideas, rest/deferral

Episode 9: Settling the stance to agree with the writing topic (CRE)

46 COCO: Let's think of it this way. If we were to choose, would we want to live now or in the past?

47 NELL: I'd choose to live now.

48 COCO: Me, too. Okay, let's start from that. ((LAUGHING)))

49 NELL: ((LAUGHING))

50 COCO: Let's put it this way...if...Okay? [yeah]...Let's think about the better points and come up with an *outline plan*.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: opinions, self-regulated

Uses of writing strategies: planning

Episode 10: Forming an introductory statement and a topic sentence (ORE)

51 NELL: In our *outline*, there should be an *introduction*. What should we say in the *introduction*? Do we define what life is? It's similar to what we did for our *euthanasia* assignment. We gave the definition of *euthanasia*.

52 COCO: What is a *good life*? We can explain what it is without using any technical words [yeah] in the *introduction*. We can also mention the changes in life in the past until now.

53 NELL: Yeah yeah ((NODDING)) like we introduce the topic.

54 COCO: Life has changed over time. *Something* is *better* while *something* is *worse*.

55 NELL: This is what you initially wanted to say?

56 COCO: Yes. [I see] yes, but if one can choose between living now and living now and living a hundred years ago, many people might want to live

in present.

57 NELL: Yes, something like that.

58 COCO: Can we outline in Thai?

59 NELL: Yes, sure.

60 COCO: Okay. From past till present, many changes have happened. Choosing [between] choosing life now and then state a *reason*.

Analysis of role of interaction: expert/novice

Analysis of emerging scaffolding patterns: prior knowledge, opinions

Uses of writing strategies: organization, comparing, use of L1

Episode 11: Giving the first reason to agree with the topic (CRE/ORE)

61 NELL: Okay. That was the *introduction*. The *topic sentence* is choosing to live at present [yeah]. Then for the first *reason*, what should we put?

62 COCO: We listed liberty and rights, medical science, and convenience. Do you think the most important reason should come first or last?

63 NELL: Should it come last? Like the phrase the last *and [most important]* yes yes. That's right.

64 COCO: So the first reason should be convenience, right?

65 NELL: It's something everyone can easily relate to.

66 COCO: Convenience, don't think that it's not necessary because it makes your life easier. Suppose someone's going to die or to give birth, having a car or getting a midwife to come to your house is not so convenient or quick enough. ((LAUGHING))

67 NELL: Yes, yes. Okay. That's about convenience.

68 COCO: So, this is for the *main reason*, right? [*main reason*] and then?

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, opinions, notes, prior knowledge

Uses of writing strategies: organization

Episode 12: Finding a specific example to support the first reason to agree with the topic (ORE)

69 NELL: *Supporting*.

70 COCO: *Supporting*.

71 NELL: To explain how convenient. Should we consult any website?

72 COCO: Should we?

73 NELL: Let's try on our own first.

74 COCO: Okay. Let's think of our own supporting ideas first [yeah yeah] and if we

are stuck, we can consult online reference. Okay, so convenience is not unnecessary because it improves our life quality. Is that Okay?

75 NELL: Yes.

76 COCO: It helps improve the life quality of every individual.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, opinion, self-regulated

Uses of writing strategies: generating ideas

Episode 13: Expressing difficulties in the planning process (TRE)

77 NELL: I don't know how to explain it (SIGHING).

78 COCO: We're taking a long time to plan, but once we start writing, it'll be easy.

79 NELL: I can't further say what's on my mind. Let me look at your notes ((READING THE NOTES)). Should we give some examples?

80 COCO: Yes, I think we should.

81 NELL: have examples.

82 COCO: It's like a *supporting* example. [yeah yeah] # What should we say?

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, notes

Uses of writing strategies: resourcing

Episode 14: Constructing a sentence showing a specific example (CRE)

83 NELL: So, what's an example of convenience according to what you've said?

Communication?

84 COCO: Yes, if I were to write by myself, I would include that point.

85 NELL: Can we use a *BTS* skytrain as an example of transportation?

86 COCO: Yes, I think so. It shows better transportation. What is it called in English? They use the word *communication*, right?

87 NELL: Um ... It is called something.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, opinion, prior discussion

Uses of writing strategies: retrieval

Episode 15: Checking the use of the word 'communication' (LRE)

88 COCO: Let's use one of the dictionaries here to check it.

89 NELL: Is it a Thai-English or English-English one?

90 COCO: Just look up the word that we want to know. This is a *grammar* dictionary. ((LOOKING UP WORDS IN PAPER DICTIONARIES)) What is the word? *Communication*? Actually, we can *google* it.

91 NELL: *Communication* ((LOOKING UP IN GOOGLE)).

92 COCO: How many *-ms* are there in the word *communication*?

93 NELL: Two m's.

94 COCO: Two, right? ((STILL LOOKING THE WORD UP IN THE PAPER DICTIONARY))

95 NELL: communication transportation *Communication, transportation*

96 COCO: *Transportation* is like transporting.

97 NELL: *Communication* is more like communicating among people.



- 98 COCO: Can we try Google Translate?  
99 NELL: Here it is. It also means transportation.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, paper dictionary

Uses of writing strategies: resourcing

Episode 16: Trying to come back to the point (TRE)

- 100 COCO: Okay. Where are we now?  
101 NELL: Well, I'm lost too!  
102 COCO: Okay. So we're saying that *communication* is better, right?  
103 NELL: Yes, it is better. That's right.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, paper dictionary

Uses of writing strategies: getting feedback from peer, rest/deferral

Episode 17: Continuing with gathering more ideas for supporting examples (CRE)

- 104 COCO: The high quality of life used to be for nobility and aristocracy in the past.  
105 NELL: Discrimination?  
106 COCO: Yeah. I'm angry at myself as it is taking so long to come up with a word. Now people are more equal [yeah], more liberal, so have better quality of life. Can we say *individual's* life?  
107 NELL: Can we use the word *quality*?  
108 COCO: *Individual* means each person?  
109 NELL: Yes, *individual* means each person, and *quality life* is the quality of life.  
110 COCO: *Better*, right?  
111 NELL: Yes, *better*.

112 COCO: Should we then include the lower rate of class division? Or should we put it as one of the drawbacks?

Analysis of role of interaction: expert/novice

Analysis of emerging scaffolding patterns: peer, prior knowledge

Uses of writing strategies: elaborating

Episode 18: Restating the first reason and supporting example (CRE)

113 NELL: Yeah, Okay. Are we giving a supporting example?

114 COCO: We're talking about transportation, right? [right] convenience in terms of...

115 NELL: Transportation. Air and ground transportation.

116 COCO: So we can say transportation is part of today's convenience [yes yes]. We use transportation as a *supporting* point. [yes yes] Okay.

117 NELL: It's because transportation is part of convenience.

118 COCO: Yes, that's right. And then?

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: prior discussion, opinion, prior knowledge

Uses of writing strategies: monitoring

Episode 19: Discussing the supporting example (CRE)

119 NELL: Let me read the notes. The *main* reason is convenience. The *supporting* idea is transportation that is more improved now as can be seen in railroads? ((LAUGHING))

120 COCO: There was a railroad system 100 years ago.

121 NELL: Yes, that's true, but...

122 COCO: Traveling across cities is easier.

123 NELL: The sky train is not for traveling across cities.

124 COCO: Across cities, across countries.

125 NELL: Like *airport link*? [yes] ((LAUGHING)) or we say the sky train is the

solution to traffic jams. Well, it's not exactly right because the traffic is still bad. Wait, but we're not going to talk about Thai people's life, aren't we?

126 COCO: Yeah, that's right.

*Analysis of role of interaction:* dominant/dominant

*Analysis of emerging scaffolding patterns:* notes, prior knowledge, opinion

*Uses of writing strategies:* generating ideas

Episode 20: Discussing transportation (CRE)

127 NELL: Well talk about life in general.

128 COCO: But actually we should not use sky train as an example. We should use international transportation [um...um...] from traveling by ship in the past to doing so by plane now.

129 NELL&COCO: Yeah yeah.

130 COCO: It takes shorter time.

131 NELL: But weren't there any airplanes 100 years ago?

132 COCO: I guess not.

133 NELL: Really? 100 years ago, it was our great grandparents' time. Our mother's grandmother.

134 COCO: I'm not sure.

135 NELL: It was the King Rama 8 reign.

*Analysis of role of interaction:* collaborative

*Analysis of emerging scaffolding patterns:* prior knowledge, opinion

*Uses of writing strategies:* generating ideas

Episode 21: Expressing frustration (CRE)

136 COCO: Oh, this topic is so difficult. Or are we thinking about it too much?

137 NELL: This is enough. No more thinking too much.

138 COCO: So when we talk about transportation, let's not focus on sky train or

ship, but instead, let's just say transportation led to nationwide development.

- 139 NELL: Yes, sure. Like communication [um] is easier. Discussion ((LAUGHING)) We're now talking about international business.
- 140 COCO: The better the communication is, the easier traveling gets. Civilization arrives.
- 141 NELL: Yeah, something along those lines.
- 142 COCO: That leads to better quality of life? When civilization arrives, the quality of life gets better. (((NODDING))) Things are more accessible.
- 143 NELL: Equally distributed.
- 144 COCO: Yes, although farmers are still tired, they now use tractors. Nobody uses buffaloes anymore. [yeah yeah] Okay. Depending on each farmer's status. ((NODDING)) [Yes. Correct. Are we done with this issue?] That's it for communication. Are we done? [done] We're not going to rediscuss this anymore. What's next?

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: notes, prior knowledge, self-regulated

Uses of writing strategies: monitoring, rest/deferral, generating ideas

Episode 22: Giving the second reason to agree with the writing topic (CRE)

- 145 COCO: Medical science?
- 146 NELL: Yeah, medical science, like curing HIV or cancer? [but HIV is] still incurable.
- 147 COCO: But actually, although HIV can't be cured, HIV patients [have hopes?] can live longer.
- 148 NELL: Yes yes.
- 149 COCO: In the past, all patients died [soon].

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: notes, prior knowledge

Uses of writing strategies: elaborating

Episode 23: Consulting online sources for the word 'medical' (LRE)

150 NELL: For example... ((LOOKING UP THE INFORMATION ON THE INTERNET))

151 COCO: When # The *first reason* is when we have social development [the *first reason* is] what do we call [*me-*] *medical*?

152 NELL: Yes, *medical me- me- me-* ((SEARCHING ONLINE))

153 COCO: *me- me- me- me- me-* ((LOOKING UP THE WORD IN THE PAPER DICTIONARY))

Here! There's also an English-Thai dictionary ((FLIPPING THE DICTIONARY)) *a- b- c- d- e- f- g- medi- medic- #*: What does *adjective before noun* mean? What does it mean?

154 NELL: The *adjective* that comes in front of a noun.

155 COCO: Oh I see.

156 NELL: Yes, isn't it? Yes, it is.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, Internet, paper dictionary

Uses of writing strategies: resourcing

Episode 24: Looking for the appropriate word choice (LRE)

157 COCO: What should we use? *Medical*?

158 NELL: About medicine, we use the word *medical*?

159 COCO: Here, can we use *medical physics*?

160 NELL: No, is there such as thing as *medical physics*?

161 COCO: How about *medical technology*?

162 NELL: It's the same things as *medical*?

163 COCO: What about *medical science*?

- 164 NELL: Wait, *medical* ((SEARCHING ONLINE)).
- 165 COCO: Can you find *medical*?
- 166 NELL: Here it is medical science. [right?] So it is medical.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: Internet, opinion

Uses of writing strategies: resourcing

Episode 25: Elaborating on 'medical science' (CRE)

- 167 COCO: Okay, *medical science* is developed so that people live longer?
- 168 NELL: What do we call that?
- 169 COCO: Developed medical science enables people to live longer [yes yes].  
Let's note it down. We can add more ideas later.
- 170 NELL: mm...live longer. There's a term we use for it, but I don't remember  
what it's called.
- 171 COCO: Long life?
- 172 NELL: I don't know.
- 173 COCO: Live longer and what else?

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: prior knowledge, self-regulated

Uses of writing strategies: retrieval

Episode 26: Discussing benefits of better medical science (CRE)

- 174 NELL: Free from illnesses.
- 175 COCO: *More healthy*?
- 176 NELL: In a better health.
- 177 COCO: I don't know. It's like that fewer people die from sickness. Let's write  
in Thai first [yeah]. # Does the word *rate* mean level? [yeah, I think  
you can say that.] So let's say it can lower *the rate of death toll* from

diseases. Is there any research to back this up? [like medical research?]  
How do we spell life span in Thai? Here is some XX research.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, opinion, self-regulated

Uses of writing strategies: use of L1

Episode 27: Reading about the second reason from online sources (CRE)

178 NELL: What is it called? So, are we trying to find research supporting that people live longer? [yes] ((SIGHING)) Life span.

179 COCO: Here's something about some researcher discovered a new factor that extends humans' average age. What is this research all about?

180 NELL: Something about people with slower response ((LAUGHING)) live twice as longer as normal people.

181 COCO: What? I think it says people with slower responses die twice as quickly.

182 NELL: I don't know. The researcher has found an indicator that people with slower responses die twice more quickly.

183 COCO: Why is that?

184 NELL: I think it talks about level of intelligence or IQ.

185 COCO: In other words, smart people live longer?

186 NELL: ((SHAKING HEAD)) Yeah, it takes longer for smart people to die because of their resourcefulness.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peers. Internet, opinion

Uses of writing strategies: resourcing, summarizing

Episode 28: Constructing the sentence for the 1<sup>st</sup> major reason (CRE)

187 COCO: If I am alive but unhappy, I prefer to die. With a more developed

medical science, there is a lower death rate. (((NODDING))) Nowadays, when two to three thousand people die at once, it's a very big deal.

In the past, no one cared when ten thousand people die.

188 NELL: So we focus on more developed...

189 COCO: Medical science helps reduce the number of ill people.

190 NELL: Okay, because of developed medical science, the number of sick people is lower.

191 COCO: This is what we think. We still don't have a supporting example.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: opinion, prior knowledge

Uses of writing strategies: summarizing

Episode 29: Finding a supporting example of the second reason (CRE)

192 NELL: But it is true. Medicines are better, which means better treatment.

193 COCO: Medicines and treatment [equipment] yes, can we use them as supporting ideas? An example is cancer treatment that something is injected into the patient's body and it kills the cancer. Let's search online. ((SEARCHING ONLINE))

194 NELL: I've seen TV shows about the treatment of Coronary heart disease injecting robotic chips into the vessels.

195 COCO: I see, and that will open up the vessels?

196 NELL: I think so.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: Internet, prior knowledge

Uses of writing strategies: generating ideas, resourcing

Episode 30: Finding research to back up the main reason (CRE)

197 COCO: Here it is smart bomb killing cancer. A researcher from which institute



of technology? [Can you write it down in English?] Massa- What? [-chusetts]  
Why is the name so difficult to read? They should have a simpler name.  
Massachusetts? [Massachusetts] *Institute...*

198 NELL: *Of Technology*. Ah, MIT [I'll copy it from the web] ((READING THE SOURCE)) So a bomb is injected into the body.

199 COCO: We can briefly say [The bomb is injected.] I don't understand the English text. ((INCREASING THE FONT SIZE AND READING THE SOURCE))

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: Internet, prior knowledge, opinions, self-regulated

Uses of writing strategies: resourcing, reduction

Episode 31: Searching for a specific term (LRE)

200 NELL: Search for its name in English so we know what it's called in English? Should we try some articles about it? What is the keyword? ((USING GOOGLE)) *Bomb*.

201 COCO: *Bomb* [Just that?], *destroy*. What do we call tumor cells? [*cancer*] *cancer* [yes, *cancer*] *personal*. What?

202 NELL: *Smart bomb* ((POINTING AT THE MONITOR))

203 COCO: Are you *sure* that they call it *smart bomb*? Let's search it again. *Smart bombs* may mean something else too.

204 NELL: What do they call it? *Cancer smart bomb smart bomb cancer therapy cancer smart bomb*.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, Internet, prior knowledge

Uses of writing strategies: resourcing

Episode 32: Discussing the example (CRE)

205 COCO: Here! Let's try *cancer smart bomb*. ((TYPING)) Let's look at what it

helps ((WRITING NOTES)) We can just describe it briefly because we only write 150 words [yes] so we should say that *cancer smart bomb* is treatment that can destroy cancer cells more effectively because it doesn't actually cure the cancer yet, Okay?

206 NELL: Destroy... Can we use *killing*? [yes, *killing* sounds Okay?] The source uses the word *killing*.

207 COCO: Yes yes, *cancer killing medical* is used for *cancer killing called smart bomb*. Is this *close to reality* because they discovered this many years ago?

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: Internet, prior knowledge, self-regulated

Uses of writing strategies: resourcing

Episode 33: Writing about the third reason (CRE)

208 NELL: Yes. We can say, as you mentioned. What is it? When people become more educated,... right?

209 COCO: Um ... When people become more educated,...

210 NELL: They will ... How can we put it? They will know more.

211 COCO: They will start demanding their own freedom and rights.

212 NELL: So that they won't be...What can we say?

213 COCO: Won't be taken advantages of.

214 NELL: By the influential.

215 COCO: Besides, what is the word for international? [*international*] *international nation*? [What kind of international?] Many countries. [means] It is like paying attention to this matter, so there are fewer wars. People with higher education call for their own and others' rights and freedom [yeah, yeah], so that [people live together more peacefully?] Yes. More peacefully. [[[NODDING]]] Wars now are unlike those in the past [killing] because they are not as violent [yeah] Wars

now involve more about calling for their own rights [yeah] What should we use as a *supporting* example?

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior knowledge

Uses of writing strategies: summarizing

Episode 34: Rearranging the sequence of the three main reasons (ORE)

216 COCO: I think we should move medical science to be the first reason.

217 NELL: And convenience is the second?

218 COCO: Yes, because it can lead into the liberty and rights?

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: opinion

Uses of writing strategies: revising

Episode 35: Finding a supporting example for the third reason (CRE)

219 NELL: What is a good example of liberty and rights at present?

220 COCO: Where is at war now?

221 NELL: The red shirts. ((LAUGHING))

222 COCO: But, I don't think that's a good example of protecting own rights.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: opinion, prior knowledge

Uses of writing strategies: generating ideas

Episode 36: Discussing Aung San Auu Kyi (CRE)

223 NELL: Umm. Some people are now calling for some rights? What about Aung San Auu Kyi? Is she good? I don't really know.

224 COCO: Yes, she is. But she's ...

225 NELL: What? She's not educated?

226 COCO: She is, but she's only an individual who tries to fight for freedom [yeah yeah]. Is it too hard to do? Look at Myanmar's election. [(NODDING)] It seems that the violation of human rights happens less because other nations think human rights are important, but in fact, if we [if we] think about it carefully, the U.S. is not a good example of this either [yeah yeah] right? The U.S. bombed Libya, which showed that they didn't care about Libyan human rights that much. Otherwise, they shouldn't have done what they did [(NODDING)]. It's been said that U.S. benefits from Libyan economy and natural resources, but I don't understand what was going on.

227 NELL: Yeah. Let's make it simpler. Just try.

*Analysis of role of interaction:* expert/novice

*Analysis of emerging scaffolding patterns:* peer, prior knowledge

*Uses of writing strategies:* elaborating, rehearsing, avoidance, reduction

Episode 37: Searching online for the example (CRE)

228 COCO: I'm trying to find an advantage of liberty and rights.

229 NELL: Calling for rights? ((USING GOOGLE))

230 COCO: Pridi Banomyong? Sound familiar to you?

231 NELL: Thammasat University.

*Analysis of role of interaction:* collaborative

*Analysis of emerging scaffolding patterns:* peer, Internet

*Uses of writing strategies:* resourcing

Episode 38: Rediscussing Aung San Auu Kyi (CRE)

232 COCO: Let's find another example like Aung San Suu Kyis fighting for democracy, but her husband is a foreign man, so she has been exposed to democracy [(NODDING)]. Think about it. She's over 60 years old now. Okay, let's not go into politics. Do you feel that we are

not going anywhere? Human rights do not always involve politics, right? Nor democracy [(NODDING)]. They may be just basic rights humans should get [possess] yes, possess, like personal assets [yeah yeah] or rights to live [yeah yeah] “*free life*” ((TAKING NOTES)) “*freer life*”? What else? People have more freedom to do what they want. [yeah more freedom] Is this enough?

233 NELL: Yeah more freedom

234 COCO: Is this enough?

Analysis of role of interaction: expert/novice

Analysis of emerging scaffolding patterns: prior knowledge, self-regulated

Uses of writing strategies: monitoring

Episode 39: Making a conclusion (ORE)

235 NELL: Yeah ((APPLAUDING)). Done? Do we have to *conclude*?

236 COCO: Yes, we should. The *conclusion* is.....

237 NELL: *Conclusion* means you summarize all the points.

238 COCO: Yeah. We can say that in the past, there were a lot of things that people didn't have [yeah], but nowadays there is a great development of society, science, and what else? Making *life nowadays better than it was in the past*. [It's done.] It's finished, yeah.

Analysis of role of interaction: expert/ novice

Analysis of emerging scaffolding patterns: peer, notes, prior knowledge

Uses of writing strategies: organization

Stage II (Drafting)

Episode 40: Beginning the typing on MS-Word (TRE)

- 239 NELL: *Introduction outline.*
- 240 COCO: *Copy.*
- 245 NELL: Shouldn't we start with this?
- 246 COCO: Did the teacher tell us to start with *outline*?
- 247 NELL: Should we work on the computer right away?
- 248 COCO: Yes. Yes. Here? [Okay] Ah. Do you want to type? Here.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, computer, prior knowledge

Uses of writing strategies: organization, assigning goal

Episode 41: Constructing an introductory sentence (CRE/ORE/LRE)

- 249 NELL: *Introduction?* Past to present [Um] ((LAUGHING)) *Past* or *in the past*?
- 250 COCO: Let's say during the past 100 years.
- 251 NELL: How about during the past 100 years, there are changes?
- 252 COCO: *Since one hundred years ago.*
- 253 NELL: Or *for*? *For*?
- 254 COCO: Okay. *For one hundred years ago. For hundred years.* Maybe without *ago? Everything.*
- 255 NELL: *Comma*?
- 256 COCO: Okay. *Everything have been being.* Do we want to use *changed* or *developed*?
- 257 NELL: Use *developed*.
- 258 COCO: *Develop* with -ed?
- 259 NELL: How should we put it? *Developed.* Everything has been developed?
- 260 COCO: In terms of.
- 261 NELL: *About*?

- 262 COCO: *Such as*
- 263 NELL: *Such as.* (TYPING WHILE TALKING))
- 264 COCO: *Science.* *Science and technology.*
- 265 NELL: *Science* with an *-s*?
- 266 COCO: *Science* with an *-s*.
- 267 NELL: *Science technology* ((TYPING))
- 268 COCO: *Technology*
- 269 NELL: Type *technology and*?
- 270 COCO: Um ... *and society*
- 271 NELL: *-ies*
- 272 COCO: Um ... *technology* has to
- 273 NELL: It needs an *-s*, too.
- 274 COCO: It is not a subject.
- 275 NELL: It is okay. With *-s*? Should it be *-s* or *-y*?
- 276 COCO: *-y* in *society*
- 277 NELL: *-y*
- 278 COCO: Okay. Use *-y*. And use *-s* for *science*? It should be okay. *Everything*  
*has, right?*
- 279 NELL: Yes. But it is separated.
- 280 COCO: Separated.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, computer, prior discussion, opinion,  
prior knowledge

Uses of writing strategies: getting feedback from peer, revising, planning

Episode 42: Discussing a facilitative tool (TRE)

- 281 NELL: Oh. What are you doing?
- 282 COCO: Right *click* to see *word* options. For example, let's try again and it will  
show this tab, right? Then right *click* and choose. Done.
- 283 NELL: I see. I've never done this before.

- 284 COCO: Really?  
285 NELL: Really. I've never done it.  
286 COCO: Do not tell anyone.

Analysis of role of interaction: expert/novice

Analysis of emerging scaffolding patterns: peer, facilitative tools on MS-Word

Uses of writing strategies: peer, clarification, resourcing

Episode 43: Constructing the topic sentence (CRE)

- 287 NELL: ((LAUGHING)) *Topic sentence* is ... Do we agree? Or it doesn't matter?  
288 COCO: *We* is fine.  
289 NELL: *Agree*?  
290 COCO: *We agree if some say life now is better than it was 100 years ago.*  
Right?  
291 NELL: *We agree* and what else?  
292 COCO: *We agree if* and *some say*.  
293 NELL: What does *some say* mean?  
294 COCO: *Some* refers to some people.  
295 NELL: *Some say*.  
296 COCO: Okay. Let's say *life now*.  
297 NELL: *Life now*.  
298 COCO: *Is better than it was 100 years.* Oops! *100 years ago.*  
299 NELL: Type *better than it was bla ... bla ... bla ... ago.*

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior discussion, notes

Uses of writing strategies: getting feedback from peer, generating ideas, retrieval

Episode 44: Discussing the sequence of the main reasons (ORE)

- 300 COCO: *Main reason* is. ((LOOKING AT THE NOTES))  
301 NELL: Convenience



302 COCO: Oh! It is medicine.

303 NELL: Medicine comes first. What is it? *Med-?*

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, discussed points, notes

Uses of writing strategies: retrieval, resourcing

Episode 45: Writing about the first reason: Medical technology (LRE)

304 COCO: *Medical sciences is one of.* Is it okay? Hey, can we use it without -s?

305 NELL: No. *One of reason. One of thing.*

306 COCO: Well ... *One of thing*

307 NELL: It has been developed?

308 COCO: *Has been being developed* and ... Oh! We use it as a *support* and ...

309 NELL: Um ... Yes. Can we move it here?

310 COCO: Can we? Yeah! We can say ...

311 NELL: Let's say ...

312 COCO: *Nowadays, human being ... chances to die ... chances to die has decreased.*

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer

Uses of writing strategies: getting feedback from peer, revising, generating ideas

Episode 46: Constructing the major detail for the first reason (CRE/LRE)

313 NELL: Ah! ((CRUNCHING EYES)) What is it? ((LAUGHING))

314 COCO: ((LAUGHING))

315 NELL: What about human being?

316 COCO: *Risk* means risk, right?

317 NELL: Risk.

318 COCO: Use the word *risk*

319 NELL: *Nowadays*, right? Or should we say *in the past*? What are we going

to say? Human being has higher risk of illness?

320 COCO: No.

321 NELL: ((LAUGHING))

322 COCO: Let's say human being ... human being has more chances to survive.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer

Uses of writing strategies: clarification, summarizing

Episode 47: Checking the use and collocation of 'opportunity' (LRE)

323 NELL: *Opportunity.*

324 COCO: *Opportunity to live.*

325 NELL: To live?

326 COCO: Can we use *living*?

327 NELL: What does *opportunity living* mean?

328 CC&NELL: ((READING FROM THE INTERNET))

329 NELL: *Life ... live ... living*

330 COCO: ((READING ALOUD)) *Opportunity for living? Your business with our strong make a difference in people live ... your health provide job ...*

331 NELL: Or are we going to talk about the opportunity to survive illness?

332 COCO: Actually, there is always illness, but there is more chances to survive it now.

333 NELL: *Opportunity to ... Ah ...*

334 COCO: Be cured or avoided or ...

335 NELL: Be cured or deadly gone. *Survive.*

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, Internet, notes

Uses of writing strategies: resourcing

Episode 48: Checking the use and collocation of 'survive' (LRE)

- 336 COCO: Yes. *Survive*.
- 337 NELL: *From?*
- 338 COCO: *Cardiac arrest*.
- 339 NELL: Here is *opportunity to survive from disease*.
- 340 COCO: From illness?
- 341 NELL: *Terminal ill*
- 342 COCO: Um ... Can we use *illness*?
- 343 NELL: *People?*
- 344 COCO: *Human*.
- 345 NELL: *Can have?*
- 346 COCO: Can we just use *have*?
- 347 NELL: Can we use *more opportunity to survive*?
- 348 COCO: Just *survive*.
- 349 NELL: *Survive from illness*.
- 350 COCO: Can we?
- 351 NELL: Yes.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, Internet

Uses of writing strategies: getting feedback from peer, revising, resourcing

Episode 49: Using hedges (LRE)

- 352 COCO: *Human ... Oops! ... Human*. Should it be better to use what the teacher has taught us? Those *may, might, and could* words.
- 353 NELL: I see. *Human may have? Or could?*
- 354 COCO: *May/could have had more opportunity*.
- 355 NELL: *could have and had* ((TYPING))
- 356 COCO: Well.
- 357 NELL: ((REREADING))
- 358 COCO: Is this still the first reason?

359 NELL: First reason.

340 COCO: What else?

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, Internet, notes, prior knowledge, opinions

Uses of writing strategies: resourcing, retrieval

Episode 50: Writing the supporting sentence of the first reason (CRE/LRE)

341 NELL: Are we including the *development* as well or beginning the second reason?

342 COCO: Let's continue with the *development*. What about it that we said? What *M* word? We do not have to write it here, do we? Or do we have to include it, too?

343 NELL: We have to write it, too.

344 COCO: *Massachusetts*. ((TYPING)) What is it? What does it mean?

345 NELL: Is *Massachusetts* a university?

346 COCO: *Massachusetts Institute of Technology re ...* Can we use *the research of MIT*? It sounds so grand. *Found*.

347 NELL: *Found* without capitalized?

348 COCO: *Found cancer killing*.

349 NELL: *Found a* or *the*? Or maybe not. *Cancer killing*.

350 COCO: *Call*.

351 NELL: With *-ed*?

352 COCO: Does it have *-d*?

353 NELL: It is called.

354 COCO: What is it *called*?

355 NELL: *Bomb*.

356 COCO: *Cancer smart bomb heal*. Does it mean cure?

357 NELL: I think so, but I don't know how to use it.

358 COCO: Can we use it like this? *Cancer patient*. Do they use *Cancer patient*?

((NODDING)) Is it okay?

359 NELL: Okay. *Main reason.*

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, notes, prior discussion, opinions

Uses of writing strategies: getting feedback from peer, retrieval, resourcing

Episode 51: Writing about the second reason (CRE)

360 COCO: For the second reason, convenient is not *comfortable*. There is another word for it.

361 NELL: Does convenience have -a vowel? (SPELLING A THAI WORD)

362 COCO: Does it?

363 NELL: Yes.

364 COCO: Well... Here. Is *convenient* a verb?

365 NELL: It is an *adjective*.

366 COCO: Can we use *more convenient*?

367 NELL: Yes.

368 COCO: *Life*. What about life?

369 NELL: *Life*. Write it with an *f*.

370 COCO: Oh, yes. It's that *life now is more convenient and supporting detail*.

371 NELL: Convenience is not unnecessary.

372 COCO: Unnecessary is ...

373 NELL: *Useless*.

374 COCO: No. It's *unnecessary*.

375 NELL: *Unnecessary*.

376 COCO: *Is not unnecessary*. How do I write it? Is it correct? The computer corrects it.

377 NELL: *Unnecessary but...* ((READING THE NOTES))

378 COCO: *Convenience make individual life better* and what else?

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, Internet, paper dictionary, class notes, prior discussion

Uses of writing strategies: getting feedback from peer, clarification, resourcing

Episode 52: Writing the supporting sentence of the second reason ‘communication’ (CRE/LRE)

379 NELL: Is this *supporting* information already? Communication is easier. Well...  
is it *communicate*?

380 COCO: Can we use *for example*? *Commu ...*

381 NELL: *Communicate*

382 COCO: It should be *communication*. Right?

383 NELL: Um ... *Communication is easier* Communication is easier. It is easier  
to communicate with one another.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, opinion

Uses of writing strategies: getting feedback from peer

Episode 53: Expressing uncertainty in providing an example (LRE)

384 COCO: I do not know how to write examples.

385 NELL: How?

386 COCO: Should we start a new sentence and use *for example*?

387 NELL: We can use *for example*, right? And then a *comma*.

388 COCO: We just start a new sentence here, right?

389 NELL: Yes.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior knowledge

Uses of writing strategies: clarification

Episode 54: Continuing constructing the supporting sentence of the second reason  
(CRE/LRE)

- 390 COCO: *For example, communication which*
- 391 NELL: *Which what?*
- 392 COCO: *Which with -h?*
- 393 NELL: *Yes.*
- 394 COCO: *Which is now which is better than the past ... which is now much much. How do I write it? I'm trying to say that it's better.*
- 395 NELL: *Can we use but?*
- 396 COCO: *There must be something wrong. Can we use for example?*
- 397 NELL: *Wait! Convenient makes it easier, for example, communication. People can communicate easily. Communication.*
- 398 COCO: *People ... people have commu. It's not in the past, so we can say can communicate with. Is this correct?*
- 399 NELL: *With what?*
- 400 COCO: *with... with [Um.] each other easier and...*
- 401 NELL: *I might not have to use more because it's not a comparison.*
- 402 COCO: *It should be easily.*
- 403 NELL: *Um.*
- 404 COCO: *And get new what? Knowledge?*
- 405 NELL: *Um... and open new vision*
- 406 COCO: *That open their vision?*
- 407 NELL: *Um...*
- 408 COCO: *People can communicate with each other easily and can get a new knowledge that can open for their vision. Is it enough?*

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, computer, Internet, prior knowledge, opinion

Uses of writing strategies: clarification, getting feedback from peer

Episode 55: Writing about the third reason 'liberty' (LRE)

409 NELL: Yes. 150-180 words should be all right. Let's look at the notes about freedom.

410 COCO: Um...

411 NELL: There is another word that is not *freedom*. It sounds better than *freedom*.

412 COCO: *Liberty*.

413 NELL: Yes. When people are educated, they begin to call for freedom. How do I write it in English?

414 COCO: *When people have more education and have more knowledge*. What is the word for attention?

415 NELL: *Attention*.

416 COCO: Yes, *attention*. So people ...

417 NELL: *Have more... Well... they they can they they will?* Protect their interests?

418 COCO: How do you spell *attention*?

419 NELL: *A-t-t*

420 COCO: Like this?

421 NELL: There should be *in*.

422 COCO: *In liberty*.

423 NELL: It must be *their*, right? Or not?

424 COCO: *have more attention in liberty for themselves and other*. Is it okay?  
Am I missing anything?



Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, computer, note, prior discussion

Uses of writing strategies: peer, resourcing

Episode 56: Constructing the supporting sentence of the third reason (CRE/LRE)

425 NELL: We haven't mentioned *free right* ((READING ALOUD)). *Have more knowledge have more education have more liberty.*

426 COCO: *So they so everyone have.*

427 NELL: *Everyone has to be connected.*

428 COCO: *Everyone have more freedom to live.* I want to use the word about more freedom in life ... *and more.*

429 NELL: *Live and all.*

430 COCO: *And peace [Love peace] peace.*

431 NELL: *So everyone peace is the most wanted.*

432 COCO: *So everyone.*

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer notes, prior discussion, prior knowledge

Uses of writing strategies: monitoring, revising

Episode 57: Writing the concluding sentence (ORE/LRE)

433 NELL: *Should we conclude now? Because peace is most wanted.*

434 COCO: *Yeah. It is conclusion now.*

435 NELL: *Conclusion is what we see on the handout, right? For these three reasons, we ...*

436 COCO: *Where did I write it down? There is also a conclusion.*

437 NELL: *There are a number of things that we tried to find the past. At present, society and science have been developed and the result is that life nowadays is better in the past.*

438 COCO: *There for the three.*

439 NELL: *Reason?*

440 COCO: Can we use *from*? [*From* is okay.] *From these three reasons, life now has a nice science, society [and technology], we have a nice science, society science. Is it a noun? We have to use this according to these three reasons, we have a nice science, society, and technology, so it [they] life. Do we need so with according to? Life now is better than it was a hundred years ago.*

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, facilitative tools on MS-Word, notes, class notes

Uses of writing strategies: organization, peer

Episode 58: Checking the word limit (TRE)

441 NELL: This is so difficult.

442 COCO: Finished. Now, we just have to connect them together. How many words do we have? [179] Oops! Less than 200 words.

443 NELL: Are we going to write 200 words?

444 COCO: We should be okay.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer

Uses of writing strategies: monitoring, planning

Episode 59: Checking the use of the signpost 'first' (LRE)

445 COCO: We have to use conjunctions, right?

446 NELL: Um.

447 COCO: *For 100 years.*

448 NELL: Why doesn't *tab* work?

449 COCO: *For one hundred year everything have been developed such as ...*

((READING THE PARAGRAPH ALOUD))

- 450 NELL: Oh! Do we have to say *first*?
- 451 COCO: Um. *Humans could have had more opportunity*. Maybe we do not need *could have had* because it is present tense, right?
- 452 NELL: *Have more...* What? Do I have to leave a space?
- 453 COCO: *Medical science is one of... develop [-ped] the research of MIT found the cancer* ((READING ALOUD TOGETHER))

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, computer, prior discussion, notes

Uses of writing strategies: peer, clarification

Episode 60: Checking the use of the signpost 'second' (LRE)

- 454 NELL: *Second*.
- 455 COCO: Does *second* have -u?
- 456 NELL: No.
- 457 COCO: *Convenience is not necessary*
- 458 NELL: *But?*
- 459 COCO: What do I have to put here? A full stop and *it*
- 460 NELL: Yes.
- 461 COCO: *it... communication*

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, facilitative tools on MS-Word

Uses of writing strategies: getting feedback from peer

Episode 61: Checking the use of the signpost 'third' (LRE)

- 462 NELL: *Third ... Third*
- 463 COCO: When it *open their vision* and then what?
- 464 NELL: Is it stuck?
- 465 COCO: Um. *We have more knowledge life is* What is the word for certainly?
- 466 NELL: *Absolutely*.

- 467 COCO: Can we use *actually*?
- 468 NELL: Yes.
- 469 COCO: How do you spell it?
- 470 NELL: *A-c-t-u-a-l-l-y*
- 471 COCO: We can say *when we have more knowledge life is actually better.*  
*The last*
- 472 NELL: *Reason.*
- 473 COCO: *and most important reason. People have a liberty to live when  
people have more education and have more knowledge.*
- 474 NELL: *They? They.*
- 475 COCO: Actually, should we say *when people have more education and  
knowledge?* [Um.] And make it a complete sentence. *Education liberty  
of themselves and other so ...* It is not really related because *peace* is  
also.
- 476 NELL: Or should we hang on to basic human needs?
- 477 COCO: *Liberty is...* What is fundamental? *The basic?* [Um] We can say *the  
basic* of what? Right? What is the word for right? It is different from  
freedom, right? Well... *right for human and when people have more  
education...* The word for attention or we can use the word for  
interest ... or focus. Is it good?

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior knowledge

Uses of writing strategies: getting feedback from peer, retrieval, generating ideas,  
elaborating

Episode 62: Checking the use of the word 'emphasize' (LRE)

- 478 NELL: Um. *Emphasize.*
- 479 COCO: *Emphasize* is a verb, right? Can we use it?
- 480 NELL: *Verb.*
- 481 COCO: Look it up in the dictionary. The teacher said that there were some

examples. I want to have to more time to do this kind of test.

*Emphasize something means to indicate that it is particular important or true.*

482 NELL: It should work.

483 COCO: *Or to draw special attention to it.* [Um.] ((READING ALOUD))

484 NELL: Is there any example?

485 COCO: Here it is. ((READING THE EXAMPLES FROM THE DICTIONARY))

486 NELL: It should be all right. I think it is okay.

487 COCO: What are we going to say?

488 NELL: Do we want to say *more attention*? Can we use *emphasize*? Or more interest?

489 COCO: Does *value* means someone values something?

490 NELL: Yes. Emphasize.

491 COCO: Um. This word should be all right.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, paper dictionary

Uses of writing strategies: getting feedback from peer, rehearsing, resourcing

Episode 63: Checking the use of the word 'value' (LRE)

492 COCO: *Liberty is more value*, right?

493 NELL: *Quality*? What did you just say?

494 COCO: I think it is all right. *If you value something or someone.*

495 NELL: Here, it says *quality is a value*.

496 COCO: I see. It is not a *verb*, but a *noun*. Right? *When people have more education*. When people have more knowledge and higher education... Well... we will be interested in our freedom

497 NELL: And others

498 COCO: That should be *of*, right? It should not be *for*.

499 NELL: Um.

500 COCO: *Of themselves and other*.

501 NELL: *So everyone have more... every has, right? Has more...*

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior discussion, opinion

Uses of writing strategies: getting feedback from peer, rehearsing, revising

Episode 64: Detecting possible grammatical mistakes (LRE)

502 COCO: There must be something wrong with *attention*.

503 NELL: That sentence is incorrect.

504 COCO: *When people have more attention*. Don't tell me the green line will show up again. Yeah! The green line is no longer there. *Have more attention in* and here...

505 NELL: *Comma*.

506 COCO: Here is *comma*.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, facilitative tools on MS-Word, prior knowledge

Uses of writing strategies: monitoring, revising

Episode 65: Rechecking the word limit (TRE/LRE)

507 COCO: Don't tell me this is more than 200 words. I do not think so.

508 NELL: 190.

509 COCO: Oops! Yeah!

510 COCO: *According to 3 reasons* is a *conclusion* already, right?

511 NELL: Yes.

512 COCO: *People have a liberty to live*.

513 NELL: *People* is not capitalized?

514 COCO: It is at the beginning of the sentence. We should not have argued about it. Well... *Is basic right*... Does it exceed 200 words? I think so. It is 204 words.

515 NELL: Or it should be all right?

516 COCO: I think so.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, discussed points, notes, prior knowledge

Uses of writing strategies: monitoring, revising

Episode 66: Rereading the draft (LRE/TRE)

517 COCO: Could you read it over again as if you had never seen this draft before?

518 NELL: Will I know what is wrong with it?

519 COCO: Oh! We have one hour left.

520 NELL: How much time have we used?

521 COCO: 2 hours.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, self-regulated

Uses of writing strategies: evaluating, peer, assigning goals

Episode 67: Discussing word order (LRE)

522 NELL: *Which w-h-i-c-h.*

523 COCO: For *will come*, can we delete *will*? *Life now is better than it was*  
Should we add *now*? *Now have a liberty.*

524 NELL: *Now* comes after an auxiliary *verb*, but before a main verb. Right? It means this *have* is not an auxiliary *verb*, but it is a verb that means have. Correct?

524 COCO: What is it between *now* and *is*?

525 NELL: Um.

526 COCO: Is it okay?

527 NELL: For me, I understand. It is okay.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior knowledge, opinions

Uses of writing strategies: peer, clarification, revising

Episode 68: Revising the grammatical errors suggested by MS-Word (LRE)

528 COCO: I think this *and* should come before *other*. Oops! No. I mean it should come before this, right? For example, it will sound

529 NELL: Reasonable?

530 COCO: Yes, more reasonable because *freedom* should follow peace, right? But if there is *freedom*, it does not bring about peace, right? [Um.] Okay. Do we have to add -s to this word, if we change *nice* to *developed*? It is 199 words now. One more word. We will have to change something. *We have a ...* what? *Science*. Can we use *themselves* at this science?

531 NELL: Are you sure? Why? Will it show up?

532 COCO: I am not sure.

533 NELL: It shows that *themselves* is incorrect.

534 COCO: Yes. But it tries to change to *them*.

535 NELL: Oh! I see. We can change it.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, computer

Uses of writing strategies: generating ideas, clarification, revising, reduction

Episode 69: Checking singular/plural nouns and tense (LRE)

536 COCO: *People have ...* Is *people* singular? Plural? *People* is plural. Where did we just get it wrong? *Have* was changed to *has*. You told me.

537 NELL: Um. Where is it?

538 COCO: Oh! It is *has* because *could have* is used in the past situation



according to the teacher. Right? How about *is one of things that have been being developed the research found*? Actually, we should not use found, right? It should be.

539 NELL: Is it found? It was in the past, so it is *found*.

540 COCO: It should be reveal, right? Or do we want to change to *researcher*? If so, does it mean research results? [Um.] *The researcher* with an -s?

541 NELL: It can be added.

542 COCO: Really? There should be more than one researcher anyway. I don't think there is only one researcher. How about *cancer patient*? Do other people use this word?

543 NELL: Let's use *Google*.

544 COCO: Here, I found it. I'm done. Now, it's your turn to check.

545 NELL: *It make*. Do we need to add an -s?

546 COCO: *It make individual life is better*.

547 NELL: No.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, computer, Internet, prior knowledge, opinions

Uses of writing strategies: clarification, resourcing, assigning goal

Episode 70: Discussing the green line produced by MS-Word Spelling & Grammar Check (LRE)

548 COCO: No. The more we check, the more mistakes we find. I am not sure whether we have to start a new sentence at *for example*.

549 NELL: Let's see if it shows up.

550 COCO: Will it show?

551 NELL: What is the green line?

552 COCO: Um... It shows again.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, computer

Uses of writing strategies: revising, monitoring

Episode 71: Discussing comparative adjectives (LRE)

553 COCO: *Communication is now much better*

554 NELL: Or we cannot use *much*, but we have to use *more*?

555 COCO: *Much* is correct because *more* will crash with *better*. *Better* is already comparative. Right?

556 NELL: I see. Okay.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior knowledge

Uses of writing strategies: clarification, revising, peer

Episode 72: Finishing the draft (CRE/LRE)

557 COCO: Oh! I see. It's because this sentence is connected to this part, right?

We can just say *for example, communication which is now*. It is a quantifier, but there is no main clause. Do you understand? It's because *which is now much better than the past* is a quantifier. *For example* comes from *convenience refers to convenience example*, so it's an *example of convenience*.

558 NELL: That's it.

559 COCO: All right. I think it's enough.

560 NELL: I think this looks okay. It's our own work, so we understand it.

561 COCO: I have a headache.

562 NELL: *Save*?

563 COCO: *Save*.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, discussed points, prior knowledge

Uses of writing strategies: organization

Stage III (Peer-reviewing)

Episode 73: Discussing the use of the word 'compare' (LRE)

- 564 NELL: Our *comments* can be in Thai.
- 565 COCO: Yes. It should be *compare* [What does it mean?] *today everything drastically changed*. It probably means change [Changing.] a lot [Completely?] Um. Compared with [The past] *to that in the past?* Should it be *to that*?
- 566 NELL: *To that*. ((READING ALOUD))
- 567 COCO: Should we delete *to that*?
- 568 NELL: Does it look strange? [Strange.] Right? *When comparing*.
- 569 COCO: Does this sentence look strange to you?
- 570 NELL: Should *comparing* be followed by something? But *compare* doesn't have to be followed by anything.
- 571 COCO: *When comparing* or *when compare*?
- 572 NELL: I don't know. *Today everything drastically changed when compare... ring to when compare*.
- 573 COCO: *When* should be followed by a sentence, right?
- 574 NELL: Um. *When* can be understood in Thai, but I don't know if it's in English? [Um.] *Today everything changed*.
- 575 COCO: It is *compare with*, isn't it? Or they use *compare to* ... I've never heard of *compare to*. [*Compare*.] *to that* [I don't know.] I am not good at it. I will have to use *Google*. Teacher, what do you use with *compare*? ((TEXTING THE TEACHER))
- 576 NELL: *To with* is all right. Here. ((READING A MESSAGE FROM THE TEACHER))
- 577 COCO: Here. *Compare with* or *compare to*. Oh!

- 578 NELL: We can use both, but different meanings?
- 579 COCO: *In order to decide which city to go, we have to compare them with*  
[just like in the exercise] Should it be *with each other*? Will there be  
any answer key?
- 580 NELL: Well...*compare with*.
- 581 COCO: *compare with each other*.
- 582 NELL: Wait, how do we use *compare to*?
- 583 COCO: *Running is good for people* [used with *-ing?*] *who have knee problem*  
*compare to running walking*, I see, [followed by a verb] *compare to* is  
followed by 2 verbs, right?
- 584 NELL: What did it say?
- 585 COCO: And then *in order to decide whether we had to compare with each*  
*other* and *Eddie compared his math teacher with his English teacher*  
[compare with another person] *her old boyfriend to her new*  
*boyfriend* [confused?] ((LAUGHING))
- 586 NELL: *Compare her old boyfriend to her new boyfriend* like to nag? Oh, no,  
That's to *complain*. Stupid me! ((LAUGHING)) *compare compare* one  
thing to another.
- 587 COCO: Well, but *with* is used to compare one person to another, too.
- 588 NELL: Yeah yeah.
- 589 COCO: Let's look at this Thai content [yeah yeah yeah looking good] without  
*with he compares me to Dolly* ((READING FROM THE WEBSITES)). Yes,  
*compare to* is used with persons of the same level?
- 590 NELL: What about *compare with*?
- 591 COCO: *mean institute a detailed comparison* *hmm to point out where and I*
- 592 NELL: Like *compare* one thing to another, but *compare with* is to  
*compare*.
- 593 COCO: So *he compares me to Dolly* is when I was like Dolly [I see.] Right? *I*  
*was comparable to her to put me in the same class. He compares*  
*me with Dolly* means *he institutes speed in writing* *compare with*  
*means examine in order to note similarity*.

- 594 NELL: Is there anything in Thai?
- 595 COCO: I agree.
- 596 NELL: Yeah, let's find something in Thai ((LAUGHING)) or is it like what you had explained that *compare with* is used to compare two things.
- 597 COCO: Is there any *search in Thai*?
- 598 NELL: There should, wait, let's put *compare with* is and *compare to* *compare with* is used for comparing two things. Our friends shouldn't have used this word.
- 599 COCO: Well, we don't want to give wrong comment. Compare similar things [for example] *compare you to the moon* [as beautiful as the moon] ((LAUGHING))
- 600 NELL: Is this good? [yeah] well, to compare.
- 601 COCO: I see.
- 602 NELL: So our friends used this wrongly.
- 603 COCO: Yeah, finally we found something wrong.
- 604 NELL: Lots of work.
- 605 COCO: Yeah.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: teacher, Internet, self-regulated

Uses of writing strategies: peer, use of L1, revising, resourcing, summarizing, evaluating

Episode 74: Commenting on the peers' use of 'compare' (LRE)

- 606 NELL: Should we cross it out?
- 607 COCO: We can put our comment here. What should we say?
- 608 NELL: Change *compare with* to *compare to*? Or should we write *comparing with*?
- 609 COCO: *Comparing*?
- 610 NELL: Or *compare*.
- 611 COCO: I'm not sure.

- 612 NELL: *In the past?*
- 613 COCO: Like this? Are we sure? Maybe not. They can figure it out themselves  
((TYPING)).

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer

Uses of writing strategies: peer, elaborating, evaluating, avoidance

Episode 75: Discussing the verb form of 'invent' (LRE)

- 614 NELL: *Technology invent by.*
- 615 COCO: Is this too critical? Is this enough?
- 616 NELL: Yes.
- 617 COCO: *Technology invented*
- 618 NELL: *invented by* sounds familiar. What is *mankind*?
- 619 COCO: *mankind by mankind improved every aspect in human life.* ((READING THE TEXT ALOUD)) First, *technology* can't *invent*. It should be *was invented*? [Right] *Technology* should have a *preposition*, oh no, what's it called? [*article*] *article technology were invented*
- 620 NELL: Well *by dot dot dot dot dot*?
- 621 COCO: I don't know *dot dot dot dot dot* [whether] this is a relative clause. It's like this is just a head noun.
- 622 NELL: How so?
- 623 COCO: It seems like *which* is omitted, you see?
- 624 NELL: I see.
- 625 COCO: There is actually
- 626 NELL: I see.
- 627 COCO: a *which*.
- 628 NELL: But, wait, where is the *verb*, the main *verb*?
- 629 COCO: Is *improved* the main *verb*?

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior knowledge

Uses of writing strategies: peer, clarification

Episode 76: Discussing the word 'aspect' (LRE)

630 NELL: *Technology.*

631 COCO: *Improved every aspect* ((MUMBLING)) *aspect* means ... Should we look up what *aspect* means?

632 NELL: *Aspect* [*aspect*] *perspective.*

633 COCO: *Improve* means to make better?

634 NELL: Yes, *improve every aspect* of human's life? ((READING ALOUD))

635 COCO: What did you correct? *Comma?* I think we should add it, should we? I Don't know. What is *mankind?* Human beings?

636 NELL: Um I think so.

637 COCO: To go well with *every aspect*, should we change *in* to *of*?

638 NELL: *Aspect in the city...aspect of the fox.* Here, look.

639 COCO: *human life* If we type *aspect in human life*, it shouldn't be *human life.*

640 NELL: I can't find it. It should be *of.*

641 COCO: *Of human.* Do we have to put *life*?

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, Internet, self-regulated

Uses of writing strategies: peer, resourcing, revising

Episode 77: Discussing the use of 'such as' and 'for example' (LRE)

642 COCO: Should this be *such as* or *for example?* Ways can be omitted here.

643 NELL: *Such as* should be used here because it isn't followed by a sentence.

644 COCO: Right? *For example* is followed by a sentence, right?

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior knowledge

Uses of writing strategies: peer, evaluating, revising

Episode 78: Discussing the use of articles

645 COCO: There should be *a*, shouldn't it?

646 NELL: Should it? I don't know either. I'm not good at *article*.

647 COCO: I see that sometimes people use an article, but other times they don't.

648 NELL: Should it be a *fashion*, too?

649 COCO: Using the article just once is enough. Getting lazy. Let our friends consider this by themselves.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior knowledge

Uses of writing strategies: peer, reduction

Episode 79: Discussing the use of 'even' and 'also' (LRE)

650 COCO: How about *even* and *also*. Even medication?

651 NELL: ((READING ALOUD)) *and even [also] and also medication*.

652 COCO: I've never used *even*.

653 NELL: I have no idea if it can be used.

654 COCO: I've never used *even* in this case. Up to them. They might be right.

655 NELL: I don't know.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior knowledge

Uses of writing strategies: peer, reduction



Episode 80: Discussing the use of 'thus' (LRE)

656 NELL: *Thus*

657 COCO: *Thus* sounds like Shakespears. What is *thus*?

658 NELL: I believe that it means something. *I believe that*

659 COCO: *Is better.*

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, opinions

Uses of writing strategies: evaluating

Episode 81: Focusing on the suggested errors by MS-Word (LRE)

660 NELL: Right. Put an -s to *reason*. Should *mankind* be written separately?

661 COCO: If it's wrong, there will be a green line.

662 NELL: *Aspect of*, there, the green line appears.

663 COCO: *I believe life now is better.*

664 NELL: It should be correct. How about -s with *reason*?

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: computer, prior knowledge

Uses of writing strategies: peer, reduction

Episode 82: Discussing the punctuation (LRE)

665 COCO: *Technology is convenient convenient* is spelled with an n?

666 NELL: That's it. What is *for example when you want some information instead of going to search for information at the library today you can search anywhere you want?* The sentence is so long.

667 COCO: There should be a [comma] yes.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, opinions

Uses of writing strategies: peer, revising

Episode 83: Discussing the use of 'instead of' (LRE)

- 668 COCO: When we need information, instead of going outside, we...
- 669 NELL: Look for it in the library.
- 670 COCO: *Going out to search for information*
- 671 NELL: *at the library*
- 672 COCO: *today*
- 673 NELL: *you can surf*
- 674 COCO: *So instead of* is used here to contrast with the idea mentions above?
- 675 NELL: Should we rearrange this sentence? [Yes] because *when you want some information instead of*
- 676 COCO: *instead of* should not be here
- 677 NELL: Right. It should be *when you want some information*
- 678 COCO: How about *when you want some information*? Let's just try.
- 679 NELL: This sounds like a direct translation from Thai.
- 680 COCO: How about this?
- 681 NELL: Can we use *you...you can surf internet everywhere you want instead of going*?
- 682 COCO: Or we can, let's try [I see] putting a *comma* instead of beginning a new sentence.
- 683 NELL: I see, so it shows two [separate] ideas.
- 684 COCO: Something like that. It's like beginning a sentence with *so* or *because of going out to search for*

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior knowledge, opinions

Uses of writing strategies: peer, revising, evaluating

Episode 84: Expressing confidence in collaborative task (TRE)

- 685 COCO: I have to say that when checking friends work, it's better to do it in pair.
- 686 NELL: What do you mean?

- 687 COCO: It seems that it's better to write alone because we don't have to care what the other think, but during the peer-review stage [I see], doing it with someone is easier
- 688 NELL: I see.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: opinion

Uses of writing strategies: rest/deferral

Episode 85: Discussing the use of 'can' (LRE)

- 689 COCO: This *can* should be followed by something? The sentence seems incomplete.
- 690 NELL: *You can*. I'm lazy now.
- 691 COCO: If it were you, would you move *you can* to the beginning?
- 692 NELL: I suppose. Right?
- 693 COCO: If *you can* comes first, I think it is okay because your sentence would not be choppy.
- 694 NELL: If *you can* comes first, there would be no *comma*, right?
- 695 COCO: Closing parenthesis.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, opinions

Uses of writing strategies: revising, reduction

Episode 86: Discussing the word choice (LRE)

- 696 NELL: *Another reason is that*.
- 697 COCO: *Medication*?
- 698 NELL: *Medical medical* means pills.
- 699 COCO: *Medication* means medicine?
- 700 NELL: Medicines. I think we also used this, but I don't remember what we put.

- 701 COCO: Last time we used *medical science*
- 702 NELL: yeah, is it right?
- 703 COCO: It should be.
- 704 NELL: It should be right because we followed the heading, right?
- 705 COCO: I think so.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, discussed points

Uses of writing strategies: retrieval, peer

Episode 87: Discussing 'that- clause' (LRE)

- 706 COCO: Cross out *that*?
- 707 NELL: That should still be there because it's a subordinate clause or what?  
*Is* is followed by a noun, but *is that* is followed by a sentence, right?
- 708 COCO: That's right.
- 709 NELL: Right? ((READING ALOUD)) *as you can see*.
- 710 COCO: At present people think.
- 711 NELL: Well, *there are many new developed technologies*.
- 712 COCO: *As you can see*.
- 713 NELL: Or we don't need *that*? I'm confused. I've never used this structure before.
- 714 COCO: *That* is optional.
- 715 NELL: I see. *As you can see* or *as you can see* and *comma*, then today there are new *developed*? *Is as you can see that today* strange?
- 716 COCO: I feel that *as you can see* is a direct translation from Thai.
- 717 NELL: I've seen [Have you?] it before, but I'm not sure if it's okay here.
- 718 COCO: I think it's okay, but *that*.
- 719 NELL: *Today* is okay, but delete *that* or take it somewhere.
- 720 COCO: Or we should take the comma out. So it's *as you can see that today there are*.
- 721 NELL: If this were I, I would say *as you can see, today there are many*

- [yeah yeah], okay?
- 722 COCO: But, actually, should we begin with *today*?
- 723 NELL: Or without *today*. [*today I*] Should there be a *comma* after *as you can see*? Or *there are many new developed technologies today*? Or we don't need *today* at all because its understood from the *reason* given that the *medical technology* is improved?
- 724 COCO: *Another reason is as you can see that today there are.*
- 725 NELL: Or it's correct already?
- 726 COCO: Can we take a *comma* out?
- 727 NELL: *As you can see that today?*
- 728 COCO: Delete *that* and no *comma*?
- 729 NELL: Or *today* and *comma* and then *as you can see that today* and a *comma*?
- 730 COCO: We need a *comma* if we begin a sentence with *today*.
- 731 NELL: *As you can see that today* That is it?
- 732 COCO: yeah

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior knowledge, opinions

Uses of writing strategies: revising, clarification, peer, elaborating, evaluating, rehearsing

Episode 88: Discussing the word choices (LRE)

- 733 NELL: *there are*
- 734 COCO: yeah.
- 735 NELL: No more correction. We put *-s* at *new developed technologies*.
- 736 COCO: *Many new developed therefore therefore technology*
- 737 NELL: *Improved.*
- 738 COCO: *Improve* is to make better.
- 739 NELL: Should there be anything? *-ed*?
- 740 COCO: I don't think so. They want to say.

- 741 NELL: I see. They want to say that *technology improves medical treatment*?
- 742 COCO: Yes, but is it grammatical?
- 743 NELL: *Technologies can improve the system of medical treatment.*
- 744 COCO: It's okay, isn't it?
- 745 NELL: Or strange?
- 746 COCO: Is it the same as *developed*?
- 747 NELL: Develop *improve develop improve improve improve*.
- 748 COCO: Solve the problem?
- 749 NELL: They are the same?
- 750 COCO: They share the same meaning, but that mean solving *the system, improve the system*?

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, Internet, paper dictionary

Uses of writing strategies: peer, clarification, rehearsing

Episode 89: Discussing the use of 'system' (LRE)

- 751 COCO: Do you think they thought about the system?
- 752 NELL: They go too far. If it were I, I wouldn't use *system* but rather *medical*.
- 753 COCO: *Medical treatment* treatment system?
- 754 NELL: Um. But is this *grammatical*?
- 755 COCO: We let them worry about *grammar* but let's write to them that we Wouldn't use *system*. *System* is used for administrative system, something like that? Is it a good idea?
- 756 NELL: That it shouldn't be used with *medical treatment*?
- 757 COCO: That it shouldn't be used with the treatment, but rather used with administration.
- 758 NELL: Okay.
- 759 COCO: What do you think?
- 760 NELL: I'm okay with *system* but I wouldn't use it.

761 COCO: Our *comment* seems useless because they have to think for themselves anyway.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer

Uses of writing strategies: peer, revising, evaluating

Episode 90: Discussing the word choices (LRE)

762 NELL: *According to the information I have given above according to the information* and should we add something else?

763 COCO: Not really. What does *I have given above* mean?

764 NELL: Yeah *I have given above the property of succession information*  
((READING ALOUD))

765 COCO: Wait, they mean from the reason they have given?

766 NELL: I see, *according to the information have given above*

767 COCO: They should have used *I have given above*.

768 NELL: *According to...information?*

769 COCO: It shouldn't be *information* because it's not *information*, right? It seems like

770 NELL: *reason?*

771 COCO: Yes, it's like their own *ideas*

772 NELL: That's true.

773 COCO: If it's *information*, it should be a

774 NELL: fact

775 COCO: Yes.

776 NELL: Personal opinion.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, opinions

Uses of writing strategies: evaluating, peer, revising

Episode 91: Discussing the word 'succession' (LRE)

- 777 COCO: Yeah what else? *the performing medical treatment of these days is higher than ... the possibility of succession in performing medical treatments is higher than medical treatment in the past*
- 778 NELL: So they are saying that current medicine is better than that in the past?
- 779 COCO: succeed *succeed*?
- 780 NELL: What is *succession*? Success?
- 781 COCO: Success. Does *possibility* mean potential?
- 782 NELL: They must be saying that there's a possible success in *performing* medical *treatment*? Making it better, no, I'm thinking of the word *reform* What does *perform* mean, anyway? To show?
- 783 COCO: Yes, like a performance.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, Internet

Uses of writing strategies: peer, revising, resourcing

Episode 92: Discussing the use of 'these days' (LRE)

- 784 COCO: See, they use *of these days*, too. Here they use *in*. It shouldn't be *these* here, right?
- 785 NELL: Or *these days* means at present?
- 786 COCO: Do people commonly use it?
- 787 NELL: I guess so.
- 788 COCO: I've heard *this day*.
- 789 NELL: *These days* is okay, too.
- 780 COCO: These many days?
- 781 NELL: It means currently. These many days means at a present time.
- 782 COCO: I understand what they want to say, but I'm not sure if it's correct.
- 783 NELL: I see.



Analysis of role of interaction: dominant/dominant

Analysis of emerging scaffolding patterns: peer

Uses of writing strategies: revising, peer, evaluating

Episode 93: Discussing the word 'perform' (LRE)

784 COCO: This should be *succession of*?

785 NELL: It depends on what follows it?

786 COCO: *In what did they use [perform] performing?*

787 NELL: *performance* and *performing* should mean the same?

788 COCO: I actually don't understand their use of the word *perform* here [like what it means?] work? [um] performing [I see]. In fact, it should be *in medical treatments? Performing* should not precede the main noun, right? What do you think?

789 NELL: I understand.

780 COCO: *In performing medical treatments*

781 NELL: *In medical treatment performing* sounds better?

Analysis of role of interaction: dominant/dominant

Analysis of emerging scaffolding patterns: peer

Uses of writing strategies: peer, clarification, evaluating

Episode 94: Discussing sentence structures (LRE)

782 NELL: Then, we could say *of these days it is higher than [today] than the past* No need to repeat *medical treatment*.

783 COCO: *Today is*. Does *possibility* here means that there is a higher possibility?

784 NELL: We should use *more more* and then what?

785 COCO: *It is more*.

786 NELL: *More than?*

787 COCO: *The possibility of succession in medical treatment performing today is*.

- 788 NELL: *The possibility of succession in medical treatment performing nowadays?*
- 789 COCO: Or it should be.
- 790 NELL: Wait ((READING ALOUD)), can we use *nowadays* to start the sentence? Just change the structure. ((READING ALOUD)) This is like *performing today*.
- 791 COCO: Or should be use *high possibility* or *more a possibility more than ever?* [yeah yeah] *More* Should it be more? *More than in the past* or *more than the past?*

Analysis of role of interaction: dominant/dominant

Analysis of emerging scaffolding patterns: peer, opinions

Uses of writing strategies: clarification, peer

Episode 95: Encountering a new word 'regime' (LRE)

- 792 NELL: *In? Last but not least changing of* what does this *re re re regime* mean?
- 793 COCO: Regime is like a government. They are really good at vocabulary.
- 794 NELL: ((READING ALOUD))

Analysis of role of interaction: expert/novice

Analysis of emerging scaffolding patterns: peer, prior knowledge

Uses of writing strategies: peer

Episode 96: Discussing the use of the word 'give' (LRE)

- 795 NELL: *Last but not least it gives more freedom.*
- 796 COCO: Should we use *to* with *give*?
- 797 NELL: *Give for give to.*
- 798 COCO: *Google.*
- 799 NELL: *Give give give.*

800 COCO: *Give for* something but *give to* someone. Like *give to you give for help?*

801 NELL: *Give to me give.*

802 COCO: I see. Right? So *give for* is used for getting help?

803 NELL: *Give to give for people to express their opinions.*

804 COCO: *Freedom to people for express.* Yeah

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, Internet

Uses of writing strategies: peer, resourcing

Episode 97: Discussing the plural noun (LRE)

805 COCO: Why is there an *-s* in *their opinion*?

806 NELL: Because there are many opinions.

Analysis of role of interaction: expert/novice

Analysis of emerging scaffolding patterns: peer, prior knowledge

Uses of writing strategies: peer

Episode 98: Discussing the passive voice (LRE)

807 NELL: *After Thailand had changed the regime for.*

808 COCO: *Had been?* [I really don't know.] This should be a *passive voice?*

*Thailand* is not a person. *Had been the regime for [from] from.* This one I don't know either. *It it* should all be in lower cases.

809 COCO: *It gave* in *it gave people right* because people can be the subject of *give.*

810 NELL: Then what should it be?

811 COCO: The subject should be an animate thing.

812 NELL: *Can get?* What is this? *It gave people right to think and do anything you want as long as it those last orders rights* This is very detailed.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, Internet, prior knowledge

Uses of writing strategies: peer, revising

Episode 99: Discussing the present tense and past tense (LRE)

813 COCO: This should be *have* rather than *had*. *Had* is used when they mean something happened in the past. But they put *after* here so it shouldn't mean the past, but it should mean the situation afterwards? [yeah] You see? [I see]. If we say we fried some chicken yesterday and it got burnt afterwards. So it burnt yesterday. Not *after*, but today. [umm] If they emphasize on what happened after the change, should it be *Thailand have been changed*?

814 NELL: *After Thailand*.

815 COCO: *After*

816 NELL: I don't know

816 COCO: *the regime*. How do we pronounce this word? *In Thailand*.

817 NELL: *After the regime*, I see, *people*.

818 COCO: *People get people have*. We use *have* because it's the present tense?

819 NELL: *Thailand have been changed people*. I really can't comment on this.

Analysis of role of interaction: expert/novice

Analysis of emerging scaffolding patterns: prior knowledge, opinions

Uses of writing strategies: reduction, peer, elaborating

Episode 100: Discussing the plural noun (LRE)

820 COCO: *Have have the right have right right*, uncountable noun can't take *-s*.  
Wait, why did they put *-s* on *right*?

821 NELL: They must have not translated it. I don't know. I'm confused by *grammar*. *People have right to think*.

- 822 COCO: Is *people* a singular noun?
- 823 NELL: Don't ask me. *People is people are.*
- 824 COCO: *Anything they want?* It's like. *Are have right to think and do anything.*
- 825 NELL: Yeah. *People you want.*
- 826 COCO: *It does not.*

Analysis of role of interaction: expert/novice

Analysis of emerging scaffolding patterns: peer

Uses of writing strategies: peer, reduction

Episode 101: Encountering a new word 'disturb' (LRE)

- 827 COCO: Does *disturb* mean bother?
- 828 NELL: Yeah. It's like to stop someone from doing something.
- 829 COCO: Can we use *disturb*? [I don't know.] *Disturb* mean bother, not annoy.
- 830 NELL: To block someone from doing. *Disturb? People* should have freedom to think and do what they want as long as it is not disturbed.
- 831 COCO: No, as long as it doesn't disturb others.
- 832 NELL: Right. It doesn't bother others?

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, Internet, paper dictionary, prior knowledge

Uses of writing strategies: peer, revising

Episode 102: Discussing redundancy (LRE)

- 833 COCO: *Moreover different aspects and opinions of people.* *Aspect* is already there, so *opinion* shouldn't be there.
- 834 NELL: Yeah, redundant? *Moreover different aspect.*
- 835 COCO: *Help country.*
- 836 NELL: *Moreover, people's* diverse opinions help the country step forward.
- 837 COCO: Should we use *help* or *make*?

- 838 NELL: *Moreover different aspects of people make.*
- 839 COCO: *Make sounds better.*
- 840 NELL: *Make people make the country grow stronger or strongly.*
- 841 COCO: *If grow is there, there shouldn't be stronger.*
- 842 NELL: *Grow stronger.*
- 843 COCO: *Grow strongly? Is there a word strongly?*
- 844 NELL: *Yes.*

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior knowledge, opinions

Uses of writing strategies: evaluating, peer, revising

Episode 103: Expressing positive attitudes (TRE)

- 845 COCO: *I'm glad we're doing this before the final exam.*
- 846 NELL: *Yeah.*

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: opinions

Uses of writing strategies: rest/deferral

Episode 104: Discussing the plural noun (LRE)

- 847 COCO: *For three reason I strongly believe.*
- 848 NELL: *This should be correct because it follows the form but there should be an -s on reason. I can edit something easy like this.*
- 849 COCO: *Minor mistakes can't slip away.*
- 850 NELL: *Three reasons.*
- 851 COCO: *Life now is better than than or that?*
- 852 NELL: *Than.*
- 853 COCO: *Than it was.*

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior knowledge, opinion

Uses of writing strategies: peer

Episode 105: Giving overall comments (CRE/LRE)

854 COCO: *Overall comment.*

855 NELL: *Your idea is very good.*

856 COCO: We want to give them constructive *comments*. They did well, didn't they?

857 NELL: You used so much sophisticated vocabulary that we have to consult *Google* a lot. We comment on *grammar* a little bit, but you can decide whether to believe us.

858 COCO: Look at our comments and consider how you would revise your paragraph.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior discussion

Uses of writing strategies: peer, elaborating, evaluating

Stage IV (Revising)

Episode 106: Reading the overall comment (TRE/LRE)

859 NELL: Now, let's work on revising our paragraph.

860 COCO: It shouldn't be difficult. Just follow the *guidelines*. *Your paragraph overall is good that makes ... first reason.*

861 NELL: *First reason, human human* needs to add -s? Does it really?

862 COCO: Really? I never knew that *human* can have an -s?

863 NELL: Many *human*.

864 COCO: *Has more opportunity to survive*. The teacher said that we could change it or keep it. If we are not going to change it, what do we have to do?

865 NELL: No. I can just write a new *paragraph*. [I see. *Rewrite?*] Yes.

866 COCO: Just delete it.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior knowledge

Uses of writing strategies: planning, monitoring, resourcing, revising

Episode 107: Deciding whether to change according to comments (CRE/LRE)

867 COCO: Are we going to change it?

868 NELL: We don't have to. Arrogant and proud.

869 COCO: *Medical science is one of thing.*

870 NELL: *One of the thing*

871 COCO: Are we going to change *that*?

872 NELL: I think so. It will look better.

873 COCO: *One of the thing that have been* is what we had discussed too, right?

[Yeah] Whether we should put *the* or not?

874 NELL: *One of the*

875 COCO: *That have been being developed the researcher of Massachusetts.*

This sounds familiar.

876 NELL: Yes, it's a state.

877 COCO: Right? *institute*

878 NELL: Wait, a state or a school? Whatever.

879 COCO: *found the cancer killing medical called cancer smart bomb that.* Why

are

880 we reading our work? Why don't we read our friends comments?

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior discussion, self-regulated

Uses of writing strategies: peer



Episode 108: Deciding whether to change according to comments (CRE/LRE)

881 NELL: *Second life now is more convenient convenience is not unnecessary.*

What's this? [Here] It means we shouldn't put *not*?

882 COCO: Yeah, no, no, we wanted to say that convenience

883 NELL: Is it necessary?

884 COCO: is not unnecessary. You see?

885 NELL: I see, but they don't understand us.

886 COCO: Yes, or we are too?

887 NELL: Confusing. We can say *convenience is necessary.*

888 COCO: No, no, no, this would be too simple. If we stick with what we had, I think the teacher would understand us. Teacher, do you understand us? I've seen this kind of sentences on GAT PAT national test examination questions.

889 NELL: Yeah, like multiple choice distractors.

890 COCO: Yes.

Analysis of role of interaction: dominant/dominant

Analysis of emerging scaffolding patterns: adult, prior knowledge

Uses of writing strategies: peer, clarification, retrieval, revising

Episode 109: Discussing the plural noun (LRE)

891 COCO: *It make individual life better.*

892 NELL: You said you wouldn't read our work aloud.

893 COCO: Yeah, *that open their vision* should add an *-s* on *vision*?

894 NELL: Um. Or maybe we need it?

895 COCO: This *vision* doesn't mean ...

896 NELL: Far vision.

897 COCO: It means...well...

898 NELL: Opinion.

899 COCO: No no no it means many people with many *visions*?

900 NELL: I see.

901 COCO: But *vision* is a countable noun?

Analysis of role of interaction: dominant/dominant

Analysis of emerging scaffolding patterns: peer

Uses of writing strategies: peer

Episode 110: Searching online sources for grammatical knowledge of noun (LRE)

902 NELL: Let's search.

903 COCO: *Google*, again?

904 NELL: *Vision vision vision are there*. It's simple. It doesn't need -s.

905 COCO: Really? Try it with an -s? It does.

906 NELL: No. It's not *their vision*.

907 COCO: *Their brain* means many brains? [I see] Or each person has one brain.

908 NELL: *Their vision* should add an -s? Because it's a noun?

909 COCO: You've have just said that there should be no -s a minute ago.

910 NELL: There should be an -s because *their vision* is *their vision*.

911 COCO: No, but *their [their vision] their* doesn't mean many but *their* means [they] means theirs.

912 NELL: Wait, for example, *their vision is best for movement* means each of them has one *vision* like which is the same *vision*?

913 COCO: *Their* doesn't mean many but it means theirs [their thing]. Are we thinking too much?

914 NELL: If we think that way, we should put an -s? *Their*. ((LAUGHING))

915 COCO: Here, it's a singular noun, *their vision is best*. Let's use it.

916 NELL: Yes yes.

917 COCO: What type of noun is it?

918 NELL: *Vision vision their vision*? Is *their* spelled correctly?

919 COCO: What can follow *their idea idea*. There can be many ideas.

920 NELL: *Their their*. What is it?

921 COCO: How about *their brain*? Yes, it's correct. What type of noun is *vision*?

922 NELL: *Vision*.

- 923 COCO: *Vision* sight.
- 924 NELL: Ability to see.
- 925 COCO: Please tell me what type of noun it is. It's not in the dictionary? We can't give up; we have to be thorough.
- 926 NELL: It tells us the noun type? Common noun.
- 927 COCO: Let's try *sugar*, will it list an *uncountable noun*? *Water*? Teacher, is *vision* a countable noun?
- 928 NELL: It should be. *Vision* belongs to each person, just like what *idea* does. Right?
- 929 COCO: So why is it when we *searched* here [Well] *their vision* with an -s is not underlined?

Analysis of role of interaction: dominant/dominant

Analysis of emerging scaffolding patterns: adult, peer, Internet, prior discussion, paper dictionary, self-regulated

Uses of writing strategies: retrieval, resourcing, peer, monitoring, revising, elaborating

Episode 111: Expressing self-confidence (LRE)

- 930 COCO: *The last and the most important reason is when we have more knowledge. The last and the most important reason.* Oops, why did we leave out *is*? They said we should add *is*.
- 931 NELL: Wait, were we clear on the last point?
- 932 COCO: No, but let's skip it for now.
- 933 NELL: *When we have more knowledge.*
- 934 COCO: They said we should add *is*.
- 935 NELL: *The last and the most important reason is* is okay, too? With or without *is* is acceptable [yeah] According to the class handout, we can just use a *comma*.
- 936 COCO: We don't have to change it?
- 937 NELL: Not really.
- 938 COCO: Actually, we might not be correct, but.

939 NELL: Here we go again ((READING ALOUD))

Analysis of role of interaction: dominant/dominant

Analysis of emerging scaffolding patterns: peer, class notes

Uses of writing strategies: clarification, reduction, avoidance, peer, revising

Episode 112: Criticizing peers' comments (CRE/LRE)

940 COCO: *Liberty is*

941 NELL: *Liberty* is a singular noun.

942 COCO: Well...because we mentioned *liberty* alone, excluding...

943 NELL: Nobody understands us.

944 COCO: The teacher must understand us because she is listening. *When people have more education knowledge and have more attention in liberty of them and other.*

945 NELL: Why are we wrong?

946 COCO: I don't know.

947 NELL: *When people have more education and* They change ours into *comma knowledge*

948 COCO: We wanted to say that when people have more education and knowledge, they will...

949 NELL: it will make them

950 COCO: become [well] more attentive to their own liberty and that of others and *then then peace is the most wanted*. Let's change it to *then*. In fact [umm] they don't understand us or we are confused.

951 NELL: They don't understand us. *When people have more education and knowledge* or we should start a new sentence like *they will [get] they will have more?* [they] We don't follow our friends' *comments*, but we'll rewrite this ((LAUGHING))

952 COCO: *they will have*

953 NELL: *they will have*

954 COCO: *more attention*

- 955 NELL: *attention in liberty of them.*
- 956 COCO: *Of them and others and it should be then peace is the most wanted come so everyone has more freedom to live.*
- 957 NELL: *Umm people have more education and knowledge.* ((READING ALOUD))

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: adult, peer

Uses of writing strategies: revising, sense of readers, adult, evaluating, elaborating, clarification, resourcing

Episode 113: Agreeing with peers' comments (CRE/LRE)

- 958 COCO: *According to these three reasons we developed science we have a developed science* No, they said *we developed science* means we are the one who developed it, but in fact, we wanted to say the we have the already developed science
- 959 NELL: *yeah yeah*
- 960 COCO: *We have developed science, society and technology*
- 961 NELL: *already developed. Life now is better than it was one hundred years ago so as a result we have a developed science society and technology. Should we say that it's the reason why life now is better than it was one hundred years ago?*
- 962 COCO: *Here, there's according to these reasons we have.*
- 963 NELL: *So we can use therefore?*
- 964 COCO: *yeah therefore*
- 965 NELL: *Therefore life now is.* Should we begin the new sentence with *therefore?* Or maybe we don't need to?
- 966 COCO: *Not necessarily, the sentence sounds complete. We said according to the three reasons, we then*
- 967 NELL: *we then*

968 COCO: Does *we have* modify the three reasons? [Yeah] Should we elaborate what the three reasons are?

969 NELL: *Therefore life now is better than it was one hundred years ago.*

970 COCO: I understand it.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer

Uses of writing strategies: peer, sense of readers, reduction

Episode 114: Returning to the unsolved error (LRE)

971 COCO: Now, let's continue discussing *their vision*. Are we going to add an -s? Adding an -s should be all right, right? Just in case a person has more than one *vision*, right?

972 NELL: *And knowledge that open their*

973 COCO: *And knowledge that open their vision* is...

974 NELL: Adding an -s may be a good idea. *Their visions*.

975 COCO: Adding an -s is better in case one person has many *visions*. And here, too.

976 NELL: Where?

977 COCO: Where are those *above above* that they commented us?

978 NELL: Up, up, up. Down, down. Here it is.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior discussion

Uses of writing strategies: planning, clarification, peer

Episode 115: Revising the concluding sentence (CRE/LRE)

978 COCO: *As a result* might be all right. Do you think? Just like we said.

979 NELL: How is it?

980 COCO: *According to the reason*

981 NELL: *So.*

- 982 COCO: *Does as a result* mean so?
- 983 NELL: *So*. The teacher said that we could replace it with *so*.
- 984 COCO: According to that reason. Should we insert a slash for them? We, people, like to complain others, but are not responsible for their own faults. When they gave us reasons, we had to argue with them. As a result doesn't look like the *introduction*, does it?
- 985 NELL: Actually, we don't understand them.
- 986 COCO: Yes. They have their own reasons and we don't have the same experience.
- 987 NELL: Are we done?
- 988 COCO: Yes, we are done.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: adult, peer

Uses of writing strategies: peer, resourcing, organization

Dyad 2 (Chaz-Mick)

Stage III (Peer-reviewing Stage) [28.10 minutes]

Episode 1: Initiating and planning the peer review task (TRE)

- 1 MICK: What should we do?
- 2 CHAZ: Commenting.
- 3 MICK: Revising.
- 4 CHAZ: How should we revise this?
- 5 MICK: *For 100 years*.
- 6 CHAZ: Revising sentence by sentence.
- 7 MICK: What should we do ((STRETCHING))?
- 8 CHAZ: If the writing is not wrong, we don't need to edit it, right?
- 9 MICK: Look at each sentence?

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, self-regulated

Uses of writing strategies: planning, revising, clarification, peer, organization

Episode 2: Checking singular and plural noun (LRE)

10 CHAZ: Is *human* a plural or singular noun?

11 MICK: Is *human* a singular noun?

12 CHAZ: ((GRABBING A PAPER DICTIONARY)) Let's look it up.

13 MICK: ((LOOKING OUT THE WINDOW))

14 CHAZ: Should we add an -s then?

15 MICK: ((LOOKING UP A WORD IN THE DICTIONARY THAT CHAZ FOUND AND TYPING THE REVISION AT THE END OF THE SENTENCE))  
Let's revise this, so it shows that we have some comments. Do we need to type the whole sentence?

16 CHAZ: ((NODDING)) Maybe.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer paper dictionary

Uses of writing strategies: peer, resourcing, revising, clarification

Episode 3: Discussing the use of fixed phrases (LRE)

17 MICK: OK now. ((READING ALOUD)) *Medical Science is one of things that have been being developed.* ((POINTING TO THE SENTENCE ON THE MONITOR)) Should this be *one of the things*? Let's correct this and save.

18 CHAZ: Good idea. It seems that we have made a lot of revisions?

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior knowledge

Uses of writing strategies: peer, planning, evaluating



Episode 4: Discussing word forms (LRE)

19 MICK: ((READING ALOUD)) *The researchers of Massachusetts Institute of technology (MIT) found the cancer-killing medical. Does medical mean medical profession?*

20 CHAZ: Yes.

21 MICK: Should it be *medically*?

22 CHAZ: It seems OK. *medical called*

23 MICK: ((READING ALOUD)) *medical called "Cancer smart bomb" that can heal cancer patient.*

24 CHAZ: OK?

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior knowledge

Uses of writing strategies: peer, evaluating, revising

Episode 5: Checking the plural noun (LRE)

25 MICK: ((READING ALOUD)) *It makes individual life better, for example, the communication which is now much better than the past. People can communicate with each other easily and can get a new knowledge that opens their vision. Vision with an -s? ((TYPING AN -S))*

26 CHAZ: ((looking up the word vision in the dictionary))

Analysis of role of interaction: dominant/passive

Analysis of emerging scaffolding patterns: peer, paper dictionary, prior knowledge

Uses of writing strategies: revising, resourcing

Episode 6: Adding the main verb (LRE)

27 MICK: ((READING ALOUD)) *When we have more knowledge, life is actually better. The last and the most important reason, people now have a liberty to live.*

- 28 CHAZ: ((STILL LOOKING UP THE WORD VISION IN THE DICTIONARY))
- 29 MICK: We should add an *is* here too. I remember the rule. ((TYPING TO EDIT))  
*The last and the most important reason is*
- 30 CHAZ: ((STILL LOOKING UP THE WORD VISION IN THE DICTIONARY))

Analysis of role of interaction: dominant/passive

Analysis of emerging scaffolding patterns: paper dictionary, prior knowledge

Uses of writing strategies: revising, retrieval, resourcing

Episode 7: Discussing the plural noun (LRE)

- 31 MICK: ((READING ALOUD)) *Liberty is the basic right for human. Right should be followed with an -s.*
- 32 CHAZ: There should be an -s. It means entitlement.
- 33 MICK: ((READING ALOUD)) *Why is there a repeat here? Have more.*

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior knowledge

Uses of writing strategies: peer, evaluating, revising

Episode 8: Discussing the sentence component (LRE)

- 34 CHAZ: Should there be a subject?
- 35 MICK: Here! *People.*
- 36 CHAZ: It is preceded by a transitional word. Here is the subject. Is this the *verb*?
- 37 MICK: We should cross this out and add an *and*, right? *When people have more education and then comma knowledge then and have more attention*, right?
- 38 CHAZ: Or should we put a *there* because this sentence needs a subject? Does it sound strange?
- 39 MICK: ((TYPING)) *When people have more education, and knowledge.* This should be like this, I think. *When people have more education,*

*knowledge and have more attention in liberty of them and others....*

((REREADING THE REVISED SENTENCES))

40 CHAZ: ((NODDING))

41 MICK: Is this OK?

42 CHAZ: ((NODDING))

Analysis of role of interaction: dominant/passive

Analysis of emerging scaffolding patterns: peer, prior knowledge, opinions

Uses of writing strategies: peer, evaluating, revising

Episode 9: Discussing subject-verb agreement (LRE)

43 MICK: *According to these three reasons, we have a developed science, society and technology, life now is better than it was 100 years ago.*

((REDOING THE TYPING))

44 CHAZ: I think this is correct.

45 MICK: Can we use *According to these three reasons* and then comma, then *have science, society and technology that make?* make with an -s?

46 CHAZ: No. No -s.

Analysis of role of interaction: dominant/dominant

Analysis of emerging scaffolding patterns: peer, prior knowledge, opinion

Uses of writing strategies: peer, revising

Episode 10: Discussing the sentence component (LRE)

47 MICK: *Life now is better than it was 100 years ago.*

48 CHAZ: There should be a *we* here because there should be a subject *we*.

There should also be....

49 MICK: *Developed.* Should we *save* it now?

50 CHAZ: No not yet.

Analysis of role of interaction: dominant/dominant

Analysis of emerging scaffolding patterns: peer, opinion

Uses of writing strategies: peer, revising

Episode 11: Writing comments in English (CRE/LRE)

- 51 CHAZ: We have to give comments on their overall paragraph first. What should we say?
- 52 MICK: Here ((CONTINUING TYPING)) *We have checked* and then what?
- 53 CHAZ: *Your paragraph.*
- 54 MICK: *Already.* Should we say whether *the paragraph overall is good or not good.*
- 55 CHAZ: We should say *is good.*
- 56 MICK: It's so *good that* it's too hard for us to revise it.
- 57 CHAZ: *that make us hard.*
- 58 MICK: *to*
- 59 CHAZ: *make us hard to.*
- 60 MICK: *to prove*
- 61 CHAZ: *to prove*
- 62 MICK: *to prove your essay*
- 63 CHAZ: They did well *overall*, right?
- 64 MICK: Is this OK?
- 65 CHAZ: Yeah, this is good enough.
- 66 MICK: *Save it now?*
- 67 CHAZ: And then?

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior discussion

Uses of writing strategies: planning, peer, revising, sense of readers, elaborating

Episode 12: Reviewing their own comments (LRE)

- 68 MICK: Let's review that again and see what else needs to be revised. Some

sentences were not yet revised. ((WHISTLING))

69 CHAZ: Umm, here it says *Convenient is not unnecessary*.

70 MICK: It's double negative, isn't it?

71 CHAZ: Yes, it says not unnecessary, not not necessary.

72 MICK: How should I revise it? *Is unnecessary?* ((REDOING THE TYPING))

73 CHAZ: Go ahead.

74 MICK: ((REDOING THE TYPING)) *Convenient is unnecessary* ((SNAPPING THE FINGERS))

75 CHAZ: Done.

76 MICK: *Save* it on the disk drive.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior knowledge, opinion

Uses of writing strategies: planning, monitoring, evaluating, revising, peer

Dyad 3 (Kate-Jane)

Stage IV (Revising Stage) [53.38 minutes]

Episode 1: Discussing the use of 'compare' (LRE)

1 KATE: *Compare to*

2 JANE: What? To compare something similar. What if we use *compare with*?

3 KATE: Yeah, we want to mean to compare with.

4 JANE: So it's *comparing with*? Let's change it to *compare with*.

5 KATE: *compare to*

6 JANE: No [no] *-ing*?

7 KATE: What does it mean? I forgot. Nowadays everything has changed.

8 JANE: When compared with

9 KATE: When compared with

10 JANE: So we need to change it to *with, comparing with*? With an *-ing*?

11 KATE: Do we have to delete this?

12 JANE: Yes.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior discussion, prior knowledge

Uses of writing strategies: peer, planning

Episode 2: Discussing the passive voice (LRE)

13 KATE: And then what? *Technology invented by*

14 JANE: *By* and then a *comma*, too.

15 KATE: *invented by*

16 JANE: *and also*

17 KATE: I think it should be *invented by mankind*

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior knowledge, opinion

Uses of writing strategies: evaluating, peer, revising

Episode 3: Revising the plural noun (LRE)

18 JANE: Let's revise this first.

19 KATE: Let's revise this one first.

20 JANE: *3 reasons*.

21 KATE: Ah, *sure*. With an *-s*.

22 JANE: Why does it have 2 *-s*?

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior knowledge, self-regulated

Uses of writing strategies: revising, planning

Episode 4: Revising the typos (LRE)

23 KATE: Firstly, Technology is convenient. Is this wrong?

24 JANE: A typo.

25 KATE: Who checked this?

- 26 JANE: The teacher?
- 27 KATE: For example, and yes, there should be a comma. We were wrong.
- 28 JANE: ((LAUGHING)) Just like we did yesterday.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior knowledge, opinion

Uses of writing strategies: revising, clarification

Episode 5: Criticizing peers' feedback (LRE)

- 29 KATE: When and then what?
- 30 JANE&KATE:((READING ALOUD)) when you want some information.
- 31 KATE: you can.....instead of going out to search for information at the library
- 32 JANE: I see. You can do something instead of doing that. You can surf the Internet here and then continue with that? You can surf the internet instead of going out to search for information at the library.
- 33 KATE: Not necessarily. No need to begin a new sentence. We can copy the whole sentence here, but our friends said here that, I think they thought that, well, this doesn't have to be like this because we use when in this case. Instead of doesn't always have to be a transitional phrase, right? If we use instead of, like you can instead of should be followed by a noun. A noun comes before and after it. This is right. What do you think, Jane? I think we were right. Here we don't believe what they said What's this? Is better than, very good. How come very good?
- 34 JANE: I think they said that our performance was very good. Don't you think? I'm not sure ((LAUGHING))
- 35 KATE: No. I don't think so.
- 36 JANE: What? You always don't listen to what they said.
- 37 KATE: I don't like both of this. What did they use, is very good than?

Analysis of role of interaction: dominant/dominant

Analysis of emerging scaffolding patterns: peer, prior knowledge, opinion

Uses of writing strategies: evaluating, peer, sense of readers, revising

Episode 6: Discussing the use of punctuation (LRE)

38 JANE: Oh, no. As you can see that.

39 KATE: today

40 JANE: there are many new developed technologies as you can see that today there...

41 KATE: They might be saying that we don't need a comma here.

42 JANE: No comma, that today.

43 KATE: But I think we should have a comma here because it's like, today.

44 ANE: Yeah, I see. I see.

45 KATE: So let's not follow what they said.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior knowledge, opinion

Uses of writing strategies: revising, evaluating

Episode 7: Discussing the peers' comment on the use of 'system' (LRE)

46 JANE: ((READING THE COMMENTS ALOUD)) According to the grammar, this seems accurate, but if we were you, we wouldn't use the word system here because it shouldn't be used to collocate with treatment, but it seems related more to management or administration. But it depends on what you want to say. We're not sure about it, either.

47 KATE: I see.

48 JANE: What is it? I don't understand.

49 KATE: Here! Improve the system of medical treatment. We want to say the system of the treatment of the medicine. If we didn't use system, which word would we use?



- 50 JANE: What about the medical treatment? We can delete the word system.
- 51 KATE: improve of...we want to mean the overall picture of the treatment using medicine. If we didn't use the word system, we would use...
- 52 JANE: the the ((READING THE COMMENTS ALOUD)) if we were you, we wouldn't use the word system here because it shouldn't be used to collocate with treatment, but it seems related more to management or administration. Ma- management? ((LAUGHING))
- 53 KATE: Well, management.
- 54 JANE: If not, let's keep system because they said they weren't sure what we meant.
- 55 KATE: If we wanted to mean the big picture and so we crossed out system, the meaning would then be that technology will improve, well, improve [medical treatment] medical treatment, wouldn't it?
- 56 JANE: But ours is also [if we] okay to use.
- 57 KATE: What if...yeah ours is okay too, but if we think differently that...if technology can improve the system. It improves [improves] the big picture of it.

*Analysis of role of interaction:* dominant/dominant

*Analysis of emerging scaffolding patterns:* peer, prior knowledge, opinion

*Uses of writing strategies:* peer, comparing, revising, evaluating, elaborating, sense of readers

Episode 8: Discussing the peers' comment on redundancy (LRE)

- 58 JANE: according to that reason
- 59 KATE: Hey, a lowercase -a?
- 60 JANE: ((READING THE COMMENTS ALOUD)). What you have given above shouldn't be information, but more like opinion. Also, you'd better not put I have given above. The possibility of succession in medical treatment performing today is more than in the past.
- 61 KATE: Wait! It's confusing. According to that reasons, I see, we shouldn't

have put [we shouldn't have used the word information] information,  
but it would have been better to use the word opinion.

62 JANE: according to that reason

63 KATE: I see. I think that our sentence was a bit redundant.

64 JANE: I didn't provide the information, but we put our own opinions.

65 KATE: As you can see that today, there are many new developed  
technologies. Therefore, the technologies can improve the system of  
medical treatment. According to.. Can we cross out according to that  
reason I have given above.

66 JANE: Yeah. This part, I have given above.

67 KATE: I want to show it clearly, clearly to you that medical treatment  
nowadays is better than medical treatment in the past. I want to show  
you examples, I have given above.

68 JANE: We don't need it.

69 KATE: It sounds like a direct translation from Thai. So let's use according to  
that reason.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior knowledge, opinions

Uses of writing strategies: revising, elaborating, evaluating

Episode 9: Discussing the phrase order (LRE)

70 JANE: Wait! Let's go back to that. I saw that they had another comment  
below, Here, what's this *succession in medical treatment performing*  
but we used *performing medical treatment*

71 KATE: Wait! *In?*

72 JANE: Now, *grammar* again.

73 KATE: Correct. What's theirs? *Medical treatment?*

74 JANE: *Performing.*

75 KATE: Well, actually it's possible to use this, but if we use it, we need a

comma here. What's their correction again? I'm confused. *Succession in medical treatment performing*. I'm okay with either one, up to you, Jane.

76 JANE: I don't know.

77 KATE: What should we do? But if I'm not wrong, we can use the *noun of noun* structure. *In* is a *preposition*, so *in* is followed by a *noun*. *Performing* is a *noun*, and this one is the *adjective noun of noun* structure.

78 JANE: *Those days*.

79 KATE: But we can also use what they had suggested because *treatment performing* may be a *compound noun*. It's okay to have a *noun-noun-adjective* structure. What do you think?

80 JANE: Whatever. ((LAUGHING))

81 KATE: Let's use their sentence. Ours is redundant.

82 JANE: So let's use theirs.

Analysis of role of interaction: dominant/passive

Analysis of emerging scaffolding patterns: peer, prior knowledge, opinions

Uses of writing strategies: monitoring, peer, elaborating, reduction

Episode 10: Discussing the use of a comma (LRE)

83 KATE: ((READING THE COMMENTS ALOUD)). *Succession in medical treatment performing*. If we put a comma here, would it make another sentence?

84 JANE: Today is more than.

85 KATE: No, they started the sentence out of the blue today is more than, oh, no no no. If that's the case, let's start the sentence with today, and followed by the until performing [and then more than]. This becomes a subject group, which is subject is more than.

86 JANE: Yeah, okay.

87 KATE: Okay?

- 88 JANE: *Today.* ((SINGING TOGETHER))
- 89 KATE: We will revise this according to their comments.
- 90 JANE: *The possibility.....we can copy it all, and after we paste, we can delete today.*
- 91 KATE: Yeah, let's come back to revise this again.

Analysis of role of interaction: dominant/passive

Analysis of emerging scaffolding patterns: peer, prior knowledge, opinions

Uses of writing strategies: peer, planning, revising, rest/deferral

Episode 11: Discussing the use of 'give' (LRE)

- 92 JANE: ((READING THE COMMENTS ALOUD)). *Last but not least, give more freedom to people for express their opinions. What is this?*
- 93 KATE: I see. They said we mistakenly used *for* and *to* here. Wait!
- 94 JANE: ((READING THE COMMENTS ALOUD)). *Changing of regime give more freedom for people to express their opinions.*
- 95 KATE: will give
- 96 JANE: *For people to express to people for express.* ((LAUGHING))
- 97 KATE: Hey, I don't know. Wait!
- 98 JANE: *Give freedom.*
- 99 KATE: Do we have to translate this? Well, [*for people*] giving freedom for people to express their opinions urgently.
- 100 JANE: *To people for. Freedom for people to express, for people to express, to people to express.* ((LAUGHING))
- 101 KATE: Giving freedom [*for*] for people to give *opinions*.
- 102 JANE: ((READING THE COMMENTS ALOUD)). *After the regime in Thailand have been changed..., people have right to think and do anything they want as long as it.* I think this is okay.
- 103 KATE: Yes, but their sentence sounds better. Our sentence is that it gives *people rights*, but their sentence is that *people have rights to*.
- 104 JANE: *Have right to.*

105 KATE: Everything, has rights.

106 JANE: Both are okay.

107 KATE: Yes.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, computer, prior knowledge, opinion

Uses of writing strategies: peer, evaluating, elaborating, rest/deferral, revising

Episode 12: Discussing redundancy (LRE)

108 JANE: They want us to choose only one.

109 KATE: Choose what?

110 JANE: Choose either *aspects* or *opinion* because they are redundant.

((READING THE COMMENTS ALOUD)). *Moreover, different aspects and opinions of people. Is it here?*

111 KATE: *Help countries.*

112 JANE: *Help countries make the country grow strongly / to be stronger. So they want us to choose one. Opinion?*

113 KATE: Where are we looking at?

114 JANE: Here. I stays the same. *Moreover, different opinions of people make the country to be stronger country grow strongly*

Analysis of role of interaction: dominant/passive

Analysis of emerging scaffolding patterns: peer, opinion

Uses of writing strategies: peer, revising, evaluating

Episode 13: Discussing the use of 'grow' (LRE)

115 KATE: make

116 JANE: *To of people make the country grow.*

117 KATE: *Make the country strong, not grow.*

118 JANE: *Strongly?*

119 KATE: *Grow strongly.*

- 120 JANE: Can't it be *stronger*?
- 121 KATE: *Grow grow grow* I think, I think, *help* ((READING THE COMMENTS ALOUD)). *Moreover, different aspects and opinions of people help countries.*
- 122 JANE: *To grow stronger* is okay, isn't it? I think both sound strange.
- 123 KATE: I think ours is okay. We *copied* from the *pattern*. How could it be wrong?

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior knowledge, opinion

Uses of writing strategies: revising

Episode 14: Revising the typo (LRE)

- 124 JANE: ((LAUGHING)) *Reason* with an -s.
- 125 KATE: *For these reasons, I strongly believe that..... than it was.*
- 126 JANE: *better that*, I see, *better than*. It's a typo.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer

Uses of writing strategies: rest/deferral, revising

Episode 15: Checking the collocation of 'aspect' (LRE)

- 127 KATE: What about this one?
- 128 JANE: *After Thailand had been changed*; let's use the first one. This hasn't been revised yet. *Technologies invented by mankind improve every aspect of human life, improve every aspect of.*
- 129 KATE: *Aspect of, aspect in. What do aspect in and aspect of mean?*
- 130 JANE: Can *in* be used? Let's use *google*.
- 131 KATE: Okay, you use the *Google* search, *Jane*. I'll look it up in the *dictionary*. How do you spell *aspect*, *a-* and then what?
- 132 JANE: *a-, s-*. Is it listed?

- 133 KATE: *Aspect in, aspect of.*
- 134 JANE: Is it in there?
- 135 KATE: No. *Except.* Different word.
- 136 JANE: ((ENTERING USERNAME AND PASSWORD TO ACCESS THE INTERNET)) All right, we're in. *Google a-s-p-e-c-t, aspect of exists?*
- 137 KATE: There is no *aspect in.*

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, computer, Internet, prior knowledge, opinions

Uses of writing strategies: per, planning, revising, resourcing, assigning goals

Episode 16: Using online dictionaries (LRE)

- 138 JANE: Let's use a talking dictionary. It's easier.
- 139 KATE: Dictionary.
- 140 JANE: Let's use Longdo.
- 141 KATE: I want to use Oxford, Longdo, or Longman.
- 142 JANE&KATE: *Aspect of.*
- 143 JANE: Listed? What does it mean?
- 144 KATE: I don't know.
- 145 JANE: Try *aspect in.* I've never heard of it. I only know *aspect of.*
- 146 KATE: Is *aspect* a noun?
- 147 JANE: Technologies invented by mankind, improve every aspect of human life such as a communication, fashion and also or and even?

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior knowledge, opinion, self-regulated

Uses of writing strategies: resourcing, peer, revising, evaluating

Episode 17: Discussing of the word 'like' (LRE)

148 KATE: Wait! They crossed our sentences out starting here?

149 JANE: Such as a communication.

150 KATE: The ways like ways.

151 JANE: We used like.

152 KATE: Yes. We used like instead of such as.

153 JANE: Like, followed by what?

154 KATE: ((SINGING A SONG ABOUT TRANSITIONAL WORDS)) Like can be followed by a noun.

155 JANE: This is a noun, so it should be correct.

156 KATE: But I think like should be with a comma.

157 JANE: And even? For example.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior knowledge, opinion

Uses of writing strategies: peer, resourcing, rest/deferral, revising, evaluating

Episode 18: Discussing the use of transitional words (LRE)

158 KATE: ((LOOKING FOR SOMETHING IN HER PURSE)). Well, I didn't bring it along.

159 JANE: What? Notes?

160 KATE: Yes. My notes. The lyrics.

161 JANE: I see. Your notes are Pii Nan's lyrics?

162 KATE: Yes. Many of Pii Nan's lyrics and other *grammar* songs. I like taking notes.

163 JANE: I don't like it.

164 KATE: When I studied for the *admission* exam, I had a great time. I liked attending the class when I was in Matthayom 4.

165 JANE: Yes, it's correct. We just change *and also to and even?*

166 KATE: Hey, *and also*. Just *and*, no need to put also. *And medical*,



medication. *Like ways*. I think *like* sounds better than *life like* ((LAUGHING)). What about *invented*? What was their comment on this?

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior knowledge, opinion

Uses of writing strategies: retrieval

Episode 19: Discussing the use of a comma (LRE)

- 167 JANE: Which one?
- 168 KATE: The first comment. *Mankind improve*.
- 169 JANE: *Improve every*.
- 170 KATE: Wait! It's...
- 171 JANE: *Improve with a comma*.
- 172 KATE: So, *technology* is the *subject*; *invented by* is the *verb*. It's the main verb [*life like*] by *mankind improve every aspect*.
- 173 JANE: *like ways of communication*, and *fashion*? Is *ways of communication* a sentence? Maybe not. *Ways of communication, fashion*.
- 174 KATE: This is a subject group, *ways noun of noun*, remember?
- 175 JANE: Uhuh uhuh.
- 176 KATE: I'm thinking whether what they said about *mankind* and a comma was correct. What if we change this to *improve*. *Improve* is a *noun*, isn't it?
- 177 JANE: It's redundant, isn't it?
- 178 KATE: *Invented by mankind improval improving*.
- 179 JANE: It starts with...
- 180 KATE: Is *improve* the verb of improvement?
- 181 JANE: What if *improve every aspect*?
- 182 KATE: Is it an *adjective*?
- 183 JANE: *Improve every*.
- 184 KATE: So, I think, *technology* was invented by human and *improve*.
- 185 JANE: *mankind and improve*?

186 KATE: If we use...

187 JANE: *and then improve?*

188 KATE: *improvement?* Noun and noun. *Every every every day*, so *every* is an adverb. *Adverbs* modify *adverbs*. *Improve* and then an *adverb*.

189 JANE: ((LAUGHING)) I think it's okay as it is, *Kate*.

190 KATE: *Every* is an *adverb*, but this is a *noun*, right?

191 JANE: Uhuh.

192 KATE: So this is the *subject* and this is the *verb*.

193 JANE: Uhuh.

194 KATE: *By* is having nothing to do with this, so it needs an *object*. The *object* should be a noun phrase, right? *Improve* is an *intransitive verb*, which is the *verb* that needs no object, well, so they said we should use a *comma* here. But hey, what if we don't use a *comma*? We then need to find an *adverb* that modifies it.

195 JANE: ((LAUGHING)) Let's use a *comma*, *Kate*. ((LAUGHING))

196 KATE: No, if we use a *comma*, it will...

197 JANE: Will what?

198 KATE: if we use a *comma*, it will...

199 JANE: Will what? *Oh god!*

200 KATE: *Technologies improve*.

201 JANE: *Technologies improve*.

202 KATE: No. I don't believe this. Let me think. *Improve*.

203 JANE: *Kate!*

204 KATE: *improve* ((LAUGHING)), no, no. What is the *adverb* of *improve*? None?

205 It's an *intransitive verb*, *improval*.

206 JANE: *Improvement*.

207 KATE: *Improvident* is an *adjective*, but it may have a different meaning.

208 JANE: We can add a *comma*, *Kate*.

209 KATE: What if the *comma* is wrong?

210 JANE: A *comma*, and then *improve every aspect of human life*.

211 KATE: It sounds funny.

- 212 JANE: *Like ways of communication.*
- 213 KATE: It sounds funny, funny, and funny.
- 214 JANE: What should we do?
- 215 KATE: Okay, whatever. Let's follow their comment.
- 216 JANE: Poor you, *Kate*.
- 217 KATE: I have a headache ((SINGING A SONG ABOUT TRANSITIONAL WORDS)).

Analysis of role of interaction: dominant/dominant

Analysis of emerging scaffolding patterns: peer, prior knowledge, opinion

Uses of writing strategies: elaborating, evaluating, revising, peer, clarification, reduction, planning

Episode 20: Discussing the word 'freedom' (LRE)

- 218 JANE: Here, freedom for, freedom to, freedom for?
- 219 KATE: Let's use freedom to.
- 220 JANE: At this point, we believe everything. People for.
- 221 KATE: We're done.
- 222 JANE: Oh, not yet.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior knowledge, opinion

Uses of writing strategies: revising, organization

Episode 21: Discussing tenses (LRE)

- 223 KATE: We misspelled thus, didn't we? Not like this. After.... How do we correct this?
- 224 JANE: Have been changed.
- 225 KATE: I see, people have been changed?
- 226 JANE: Have been changed, had changed.
- 227 KATE: If they used this one, system, system in Thailand have been changed.

- 228 JANE: After systems in Thailand [have been changed] have been changed.
- 229 KATE: What tense is this?
- 230 JANE: Have been.
- 231 KATE: The past participle verb is used in the perfect tense.
- 232 JANE: Which perfect? Past perfect tense?
- 233 KATE: Past perfect, past perfect. A situation in the past that still affects the present.
- 234 JANE: ((LAUGHING)) I'm leaving. Bye bye.

Analysis of role of interaction: dominant/dominant

Analysis of emerging scaffolding patterns: peer, prior knowledge, opinion

Uses of writing strategies: revising, peer, elaborating, avoidance

Episode 22: Discussing tense and aspect (LRE)

- 235 KATE: We didn't use past perfect, the situation in the past that still affects the present, but we use passive voice, has been changed.
- 236 JANE: After it has been changed.
- 237 KATE: Ours was in the past perfect tense.
- 238 JANE: Ours was in the past.
- 239 KATE: Ours was the past, has been changed. It's the past tense, and then what? It's been changed.
- 240 JANE: It's the past and passive voice.
- 241 KATE: It's the past and passive voice. It has been changed.
- 242 JANE: Okay, okay.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, prior knowledge, opinion

Uses of writing strategies: revising, peer, evaluating, avoidance

Episode 23: Finishing the revision of the paragraph (LRE)

- 243 KATE: This is insane! We don't have absolute monarchy anymore, so I

won't change anything here.

244 JANE: Here! People's right.

245 KATE: No, let's not revise this. Our sentence sounds better. Besides, I'm too lazy now. We're done now.

Analysis of role of interaction: collaborative

Analysis of emerging scaffolding patterns: peer, opinion

Uses of writing strategies: revising, organization, rest/deferral



## Appendix O

### Interview Transcripts (Dyad 1: Coco and Nell)

Coco-Nell's interview (37.53 minutes)

T: What do you think about *paragraph* writing?

NL: It depends on its topic. If I am familiar with the topic of which I have knowledge and experience, it is ok. Otherwise, I do not have any idea.

CC: The difficulty of the topic is part of it, but the writing is more about our opinion. For me, it is difficult to convey my opinions in a way that others can understand. That's why I have to *recheck* what I want to say many times. Sometimes, we understand it, but others do not.

T: What do you think about writing with another peer?

CC: I think working individually is better because the *ideas* belong to me. Trying to incorporate my *ideas* with the other person's is definitely more difficult. However, one advantage of working in pair is that my peer can help me when something is inaccurate. I am not good at vocabulary and NL is better at it.

NL: I can work on my own and I can also work in pair. I am fine with anything.

T: How about working in group?

NL: It would be difficult because people have different opinions. None of them is wrong, so we have to figure it out how to deal with that.

CC: It is difficult because we respect the others' opinions. The final work is not mine.

T: Had you ever heard about various steps of writing before? How?

NL: I had never studied it in school, but I was taught in a tutorial *writing* class at AUA. So I had experienced it before, but my *grammar* is not right.

CC: It is good to have these *steps* to follow, but I like to write on and on

according to my feelings. The *ideas* will come out much more easily.

Following these steps makes it easier for readers to understand. The *outline* actually helps us see the big picture. Our problem is that we beat around the bush so much that we get lost. In high school, I learned how to write short news and a *paragraph* but the *steps* were not as detailed.

T: What do you think about writing on a *computer*?

CC: It is useful in terms of *grammar*, but I prefer handwriting on a piece of paper. I do not like staring at the *computer* screen for a long time.

NL: I prefer handwriting, too. I am not familiar with a *computer*. I had no idea about right-clicking on a mouse.

CC: The right click gives us word choices. For example, it suggested us that we change *themselves* to *them*. But we were discussing whether it could be *themselves*.

T: I saw that you use *Google* very often. What do you think about it and how do you use it?

CC: Actually, we did not use *Google* to search for information. We mostly used it to check a usage of words. For example, from our *common sense*, patients with cancer could be called *cancer patients*. So we *googled* it just to see whether the phrase was commonly used.

T: I have seen you use *Google translate* as well.

CC: I use it often but it should be used with other resources because it is not reliable. The translated sentences are not usable because of its *bad grammar*.

T: What are its advantages then?

NL: At a word level, it is good, but its *grammar* at a sentence level is bad.

CC: A human translator can do a better job.

T: So what do you think you have problems with when you write?

NL: I am confused with *grammar*. I try to use the knowledge I have learned in school, but I cannot use it correctly. I feel like I still do not understand it well.

CC: I have problems with vocabulary items. I am not sure if they can be

used. Sometimes, I do not know whether they are a *noun*, or a *verb*, or an *adjective*. Even though I know the grammar rules, I still need to know their part of speech.

T: What do you think about the *step* of looking at others' work and giving them *comments*?

CC: Actually, I think it is difficult because we are not accurate to begin with. When we see an English sentence, we wonder if it is correct. They might be correct, but we might just misunderstand them. Anyway, I think it is better to do this in pair, so that we can *check* them together and be more confident.

T: You seemed to use a lot of resources to help you comment on your friends' work.

NL: I don't know much. When I read my friends' writing, I don't know what was wrong with it. I don't like *error* identification type of tests because I'm not sure of my *grammar* knowledge. When I understand the content, I can't seem to see what's wrong with it grammatically.

T: You mean in terms of *grammar*, if you can understand the *ideas*, then you are all right with grammar?

NL: Yes. Even though I think it is wrong, I still don't know what's wrong because I can understand it.

T: I heard you say that you have seen some sentences before, but you are not certain whether they are correct.

NL: Yes.

T: In what regard do you think most of your *comments* are?

NL: *Grammar*, right?

CC: Yes, *grammar* and sentence structure [yeah yeah]. If a sentence uses a Thai structure [yeah yeah], when it's translated into English, it's hard to understand.[yeah yeah] We seem to know but we're not sure.

T: Are you confident?

CC: Actually, we were not confident. We commented from what we think



[yeah yeah] and we wrote to tell our friends that we were not sure of it and we wanted them to *recheck* it by themselves.

T: You mean that you commented on what didn't sound right to you?

CC&NL: Yes.

T: Interesting. While you mentioned not being good at *grammar*, your *comments* were mainly on *grammar*.

CC: Honestly, I'm not sure of my grammar. If this task had affected the friends' score, I wouldn't have agreed to do it. [yeah yeah]. I don't know what they will think when they see our comments, though.

NL: Our style of writing is different.

T: How so?

NL: They use different kinds of language from ours.

T: Can you please explain that further?

NL: That is if I'm to translate a Thai sentence into English, I will take a different approach to it. So I'm not sure if their sentence is *OK* because if it were I, I would write it differently and I'd be most *OK* with my own version. So it's hard to comment on their writing.

T: Do you mean each person has his own *style* of writing?

CC: This is like *checking* their writing according to what we think. We're not saying that we're right. It's their job to choose a better way and edit the writing. We're sometimes unsure.

T: Do you think your *comments* would help them in any way?

CC: When we look at our own work, it's hard to see mistakes. Although we know that there must be some [yeah], we don't know where and how to correct them.

T: What do you think about the last *step* of editing your own work after getting friends' *comments*?

CC: I feel that our friends were humble because they didn't really [point] the mistakes [like we had done to another pair]. I want them to really criticize our work because it would really...

T: What did they say?

CC: Not much.

NL: Mostly, adding an *-s* and *the*.

CC: I feel that they had a right to be more critical, but I don't know why they didn't do so.

T: How do you like their *comments*?

NL&CC: So-so.

CC: In fact, I like it because it's normal that no one likes criticisms. I was glad that they commented our work positively. We are not *sure* of our own work. So it would have been helpful and fun to get a lot of comments. It's a kind of challenges for me. I'm used to harsh criticisms from my high school teachers.

T: You're used to harsh comments and corrections?

CC: Yes, I like to get the homework back with a lot of red marks.

NL: I don't. I like positive feedback.

CC: Criticisms are not always negative. You should point it out what's wrong. They can make you really *get* the *ideas* what it is that you did wrong. And there are some brain stimulants that bring in *ideas* afterwards.

NL: If I get my paper back with lots of red marks, I'm *OK* with it.

T: Does it have to be only from the teacher?

CC: Comments from friends are *OK*, too.

NL: Wait, whoever is *OK* with me, too. It wouldn't hurt my feelings. For me, though, getting clean paper back with an *excellent* stamp will be much better. But red-ink marks are acceptable, too. I don't get disappointed, but I just feel stupid.

CC: I once got the homework back with a lot of red marks and corrections as well as hurtful written comments from the teacher on how stupid I was and how much she thought I should quit school.

T: How did you feel about that?

CC: The teacher was like that. She had a degree in French from

Chulalongkorn University. She was harsh. [Was she trying to be encouraging?]  
She never regretted the time spent on condemning her students on their  
French homework *sheets*.

T: Speaking of *comments*, I wonder to what extent you edited your own  
work based on your friends' comments.

NL: Yes.

CC: Some.

NL: Some because there were a few comments.

CC: There were around 10 spots, but we also tried to defend ourselves  
that we were right in many cases.

T: Can you give me some examples?

CC: For example, should there be an -s on *their vision*? That was the last  
thing we discussed. But we ended up putting *OK*. In some cases, they  
misunderstood our meaning and corrected our sentence due to their  
interpretation. We didn't change our sentence, but we feel that it was our  
fault that we hadn't made ourselves understood [yeah yeah] and we edited  
it.

T: Did you edit more than what was commented?

CC: I think so.

NL: We rearranged some sentences.

T: What made you do that?

CC: We rearranged it because our first draft made them totally understand  
us differently. They changed it into something else, but we edited it into  
another version to maintain the same meaning.

T: So it was the sentence that they *commented* on?

NL&CC: Yes.

T: Was there any other sentence that didn't get *commented* on, but you  
edited it?

CC: Yes, there was one. *They will have attention in liberty*. Oh but they  
also *commented* on this. Well, they mostly *commented*, they basically  
*commented* a little on every sentence.

T: I see.

NL: We hardly got *commented* on *ideas*.

CC: The word choice between *system*, *system* and *info* [I see] and we ended up rewriting it into what we understood.

T: How do you like *comments* from peers?

NL: So-so, not negative.

CC: NL is like this. She doesn't get offended.

NL: I don't really feel anything, not good, but not bad. Whoever can give me *comments*, because I'm not that good or confident, so it's *OK*, whoever can *comment* on my work even those younger than I can give me *comments*.

CC: I am *OK* too. I tend to like a lot of comments because it makes me *get* the *idea* and learn. But if I get commented on my opinions or arguments, I feel offended. I don't mind having equal peers give me comments because there are a lot of better students around me, but I wouldn't be *OK* with it when the younger comment me on anything.

NL: I feel that if friends tell me something, they mean well.

CC: Yes, if they don't tell us, then it means they don't care. If the comments are from the teacher, it's disappointing [feel like a *failure*] *fail* a little. Comments on *grammar* are *OK*. I wouldn't feel offended.

NL: But although I did poorly, harsh *comments* can be hurtful. I used to be the only one who got 0 out of 10 in *Physics*. The teacher asked me in front of the whole class why I couldn't do it. I was really embarrassed, but all I did was smile. I used that as a motivation.

CC: Negative comments can make us stronger.

T: Interesting. Well, today you've been working in pair for a few hours now. Thank you so much for your contribution.

## Appendix P

### Interview Transcripts (Dyad 2: Chaz and Mick)

Chaz-Mick's interview (22.14 minutes)

- 1 T: How do you feel about working in pairs?
- 2 CZ: I like it.
- 3 MK: We help correcting errors.
- 4 CZ: It is faster.
- 5 T: Really? How?
- 6 CZ: We think together.
- 7 MK: We share our opinions with each other.
- 8 T: What are the advantages and disadvantages?
- 9 MK: There is no disadvantage. We just share our ideas.
- 10 T: Compared with others, you worked very fast. I like when you reviewed others' writing because you discussed each point with one another and you got it all correct. The point is that you can see when others make grammatical errors and you can correct it. When your friends see the *comments*, it is up to them whether they will believe you or not. What are about opinions about writing on a piece of paper and working on a computer?
- 11 CZ: I like handwriting.
- 12 T: Then we type.
- 13 CZ: Yes. I type later.
- 14 MK: Me, too.
- 15 T: When you work on a computer, what *function* or software do you usually use?
- 16 CZ: *Google translate*. [I use my mobile phone.] If I am not certain, I will use it.
- 17 T: What about mobile phone?
- 18 MK: *Quick Dict*.

19 T: Is it good?

20 MK: There are 3 applications. If the first one doesn't have it, I will use another one.

21 T: What does *Quick Dict* has to offer?

22 CZ: Only the meanings in English-Thai and Thai-English.

23 MK: Both.

24 CZ: They also have sentence examples.

25 T: Besides *Google*, do you use anything else on the computer?

26 CZ: Dictionary program. *Google* is not so good. It is too straightforward, but we can't always trust it.

27 T: How about Microsoft *Word*?

28 CZ&MK: Just typing.

29 T: How about the *function*?

30 MK: We don't really use any function. We just type and use bold letters.

31 CZ: We use only *basic* functions.

32 T: Do you remember when I used track changes?

33 CZ: ((LAUGHING)) Oh! That is ... [Too complicated. I can't do it.] It really is.

34 T: How familiar are you with these writing steps?

35 CZ: Not at all. In high school, writing was not emphasized.

35 MK: It depends on the teachers.

36 CZ: Not really. They only taught *grammar* and vocabulary. We didn't really get to write.

37 T: You hardly got to write long sentences?

38 CZ: Not at all. I have learned about the writing steps before, but I use them more often in the university. ((LAUGHING)) I think they are useful.

39 MK: In high school, it depends on the teachers. They have different foci, but I have heard about the writing steps before.

40 T: Lastly, what kind of problems do you have when it comes to writing?

41 CZ: Word choices. I have problems choosing the right words for the right contexts.

42 MK: *Grammar and tenses.*

43 T: I didn't see you have any problems with *tenses* because you could actually correct your friends' work very well.

44 CZ: There are still minor errors.

45 MK: We make changes when we read it and find it strange. So we will ask each other whether it is correct.

46 T: I saw you made a lot of changes with *plural -s*, right?

47 MK: Sometimes, I have seen this kind of sentence before, so I write it the way I have seen it.

48 T: Do you usually read English texts?

49 MK: Sometimes.

50 T: The more you read, the more you get to see how the sentences are written.

51 CZ: Yes.

52 T: I like it when you corrected *one of the things* by adding *-the*. I was impressed. You friends used *one of things*. How did you know?

53 MK: I used to write an e-mail to a friend of mine. My friend was studying in Singapore and he corrected it for me. So I remember it then.

54 T: It is really nice. I also like it when you discussed whether you should add an *-s* to *human*, add an *-s* to *right*, and an *-s* to *vision*. How did you know that they were strange?

55 CZ: Because of *their*

56 MK: *Their* is plural, so *vision* without *-s* seemed too short.

57 T: How about *rights* with an *-s*?

58 MK: Oh! It is *basic rights*.

59 CZ: I think I have seen it before. [Yes.] It looked familiar.

60 MK: *Human rights* must have an *-s*

61 T: OK. You worked very fast. Is it faster than working alone?

62 MK: When I work alone and get stuck, I can't move on. However, with a friend, there is somebody to discuss it with and it flows.

63 T: How did you feel when you saw the *comments* from your friends?

- 64 CZ: I didn't know how to make changes because they agreed with everything we wrote.
- 65 T: What kind of *comments* are you looking for?
- 66 CZ: These are not really what I prefer. When they agree with everything, we don't know what kind of changes we have to make. So there is no way we can improve our writing.
- 67 MK: I like all kinds of comments.
- 68 T: You like all of them?
- 69 MK: They like our work.
- 70 T: Is it good?
- 71 MK: It is good, if there is nothing wrong. However, if there is something wrong, then it is not good.
- 72 T: Do you think there is something wrong in your writing?
- 73 MK: Maybe.
- 74 T: When you gave your friends the *comments*, you took a look at your own work. What does it mean?
- 75 MK: I saw how we wrote it and corrected their writing accordingly. However, they like everything we wrote.
- 76 T: How do you feel when you get this kind of *comments*?
- 77 MK: I want to know the errors I made.
- 78 CZ: I agree.
- 79 T: When you wrote it, what kind of *comments* did you expect from your friends?
- 80 CZ: I didn't expect anything.
- 81 MK: When I read it again, I thought it was all right.
- 82 T: After your friends didn't correct anything, what changes did your make?
- 83 MK: I looked at those words with green underline. We tried to find out what was wrong with them.
- 84 T: What kind of errors do you usually make?
- 85 MK: I use *are* instead of *is*.



86 CZ: *Grammar.*

87 T: It is not that you don't know it, right?

88 MK: When I read it again, I found it strange.

89 T: Without the green underline, will you realize that it is incorrect?

90 CZ: Some of them.

91 MK: If we take a look at it again, we will probably know.

92 T: There are some words with the green underline that we don't know how to correct them.

93 CZ: Yes. [There is one word.] It is quite long, so we might have to make it another sentence.

94 T: Yes, It is not a complete sentence. When the sentence begins with *according to*, it requires a subordinate clause, a *comma* and then a main clause. We still haven't had a main clause. That's why it has a green underline. It is not a complete sentence. To correct it, we have to add a *comma*. I think CZ mentioned adding a *comma*, [A comma and a sentence] but you didn't change it.

95 CZ: No, we didn't.

96 T: Was there any other places that you didn't change?

97 CZ: No.

98 T: There is one more thing. If you are asked to write one paragraph, you have to write one paragraph. You have quite a few here.

99 CZ: *6 paragraphs*

100 MK: Can we put *the second* right after *the first*?

101 T: Yes. It depends on the instruction.

102 MK: I see. In one *paragraph*, can we include them all? [T: Yes.] Oh! We just wanted it to look nice.

103 CZ: So it is easy to read.)) LAUGHING((

104 MK: So we just put them together.

105 T: When you write on your own, what are the steps?

106 CZ: Most of the time, I reread what I write.

107 T: What do you usually make changes?

- 108 CZ: *Grammar* and word choices.
- 109 T: How do you know that it is not the right word?
- 110 CZ: I feel strange.
- 111 MK: If I work individually, I might not read it again. If we work in pairs, we can ask each other and we tend to read the whole thing together again. It is better to have two people read it because one person might not read carefully enough. There is nobody to turn to.
- 112 T: Can you ask yourself?
- 113 MK: If I ask myself, I will feel that it shouldn't be incorrect.
- 114 CZ: When it is time to write, I just write it down. I don't think so much. If something comes up, I just write it down right away.
- 115 T: How do you feel when you get *comments* from your friends?
- 116 MK: I am fine with the *comments*.
- 117 CZ: I can accept it. It is not a problem.
- 118 MK: They like everything. There is no problem.
- 119 T: All right. Thank you for today.

## Appendix Q

### Interview Transcripts (Dyad 3: Kate and Jane)

Jane's Interview-Kate (minutes 42.27)

- 1 T: How do you like the paragraph writing in pair?
- 2 JN: It's fun because we can *share* our ideas with our peer and she can help make the writing better. ((LAUGHING))
- 3 KT: I also like it because we can share our knowledge because each of us knows different things.
- 4 T: You worked with another one or two peers, didn't you? My instructions to the task didn't really prohibit it. Could you tell me what happened?
- 5 KT: I'm not a self-confident person. Well, I am sometimes. So I have to ask someone for another opinion, so I can be more confident. I'm not so good at using *tenses*. Many times I can't think of what tense to use in class, but it comes to my mind when I go home. I usually ask my friends who are in the international relations (*IR*) major to help me check my sentences.
- 6 T: By which method did you send your work to your friend?
- 7 KT: *.Whats app*
- 8 T: You took a photo of your work and send it to him/her?
- 9 KT: I took a photo of the and ask her whether it was strange *draft*. We made up sentences and ask her to review them for us. Just like what we did in the peer-reviewing step. She told us to revise some parts that sounded odd as well as provided some options for correction. She is good at English because she was an student *exchange*.
- 10 T: Do you think you have gained something from your friend's suggestions?
- 11 KT&JN: I've learned a lot because...
- 12 T: Do you often ask for her suggestions?

- 13 JN: Always.
- 14 KT: Often. It's like, how can I put it? Well, when I was in the secondary school, I took *private* tutoring sessions with a teacher. I always asked for her suggestions. I can only remember some things. I love to learn about others' ideas, so I can learn how to use new words.
- 15 T: So you like to work with others. Compare with individual writing such as an examination, which one do you prefer?
- 16 JN: When I work individually, my ideas don't flow. When working with a friend, new ideas emerge. Besides, it's more stressful to work alone and I usually have a mental block.
- 17 KT: I feel the same. Sometimes I feel like writing alone, but other times I have no ideas. Once I read the writing topic and have no idea to write, then I seem to have a mental block for that task. ((LAUGHING)) When working with a friend, we can share ideas.
- 18 T: I noticed that at one point you both wrote separately with no talking to each other at all. Could you tell me why?
- 19 JN: Oh ,yes .We felt that we had made slow progress.
- 20 KT: We felt that we had made no progress and we wouldn't finish the task.
- 21 T: Your pair is the only pair who did that, individual writing. You divided the task and worked on it separately.
- 22 KT: We were afraid that we couldn't finish it. At first we wanted to write together, but then we were arguing about the *topic* from the start. We were confused, so we separately worked on it.
- 23 JN: We worked on the *listing* first.
- 24 KT: We decided to work on the *listing*. Then we would share what we had and see whether we use *tenses* correctly. We helped each other check our work and share ideas.
- 25 T: How did you argue? Whether to agree or disagree with the topic?
- 26 JN: Just arguing in general, but we couldn't come to an agreement, so we

made an *outline* together. Then we divided the work up and work on it separately.

- 27 KT: And for the third point ,we worked on it together.
- 28 T: And you had another help from another friend.
- 29 KT: Yes. If we hadn't had another opinion, we would have still been arguing and couldn't have finished the task.
- 30 T: Could the friend that helped you via help you with *whats app idea* language or?
- 31 KT: She could help us with language.
- 32 T: How about the *sidea*?
- 33 KT: We outlined all our *ideas* before we asked for her help.
- 34 T: Our ideas are social ,economic ,and political aspects.
- 35 JN: Yes. ((LAUGHING))
- 36 T: It seems that all your ideas have been clearly outlined. What about the self-selected pairing? Is it important in your opinion?
- 37 JN: I don't want to speak up because I'm afraid it will...I don't want to speak up. If we work with someone we know well, we can say any little thing all along. Ideas develop better. If we work with some strangers, we keep silent for a long time and when we have some cool ideas, we say them once at the end. It's not helping each other, but it feels like we yield and don't want to bother.
- 38 KT: Yes, we chose our pair. I think it's important. We're close friends, so when we think about something, we can speak out directly. When I don't like something, I can say it. We accept who we are. If we see that something is inaccurate, Jane usually asks me to check the grammar. I listen to *Jane's* idea whereas I'm in charge with *grammar*.
- 39 T: What would it have been like if you had worked with another person?
- 40 KT: ((LAUGHING)) I would have been myself. But before I argued with that person, I would see from which *background* he is from in terms of knowledge, so that when I want to say something to disagree with

him, I wouldn't look *nonsense*. But when I work with *Jane*, I go ahead and argue with her because I'm a reasonable person [reasonable].

- 41 T: It happens sometimes when working in group?
- 42 KT: Yes.
- 43 T: How about you? *Jane* ,
- 44 JN: If I'm not close to the person I work with, I tend to follow what she/he says. Just like that. Or I would say very little, nothing like this would happen.
- 45 T: How about using computer in writing?
- 46 KT: I prefer writing by hand. When I write on computer, I am not good at keyboarding in *English*.
- 47 JN: I usually handwrite it, but I also like typing because my handwriting is bad. I sometimes like typing directly on the *computer* because I start with some ideas and when more ideas come out I can add it on easily. I can go back to edit what was written. I feel that I have more ideas from doing so. When new ideas come up, I can go back and fill in what is needed. If it were handwritten work, I would be able to only add it at the back, but it doesn't fit there, really.
- 48 T: You mean it's easier to edit your *ideas* of writing on *computer*?
- 49 JN: Yes and it gives us more chances to edit more. The more we come back to it, the more we want to edit.
- 50 KT: I'm more comfortable with chatting in *English*, using acronyms and all lowercases. I'm good at that. But I don't like writing like this.
- 51 T: What facilitative *functions* on computer did you use when you worked on the writing? Like the Internet or websites to search for information?
- 52 KT: We used *Google*.
- 53 T: You were the only pair that didn't use *Google Translate*.
- 54 JN&KT: ((LAUGHING))
- 55 KT: It's ridiculous.
- 56 JN: I asked if it would work *Kate*, but she wasn't sure((LAUGHING)) ,so we..

- 57 KT: It's, like, really ridiculous. I used it before, and it said *I can* means I am a *can* in Thai, something like this, which is very stupid.
- 58 JN: Jackie! When I was doing the *individual project*, I tried using it. In the reading, the father of the story was named Jackie, Google Translate gave me the Thai name for Jackie Chan ((LAUGHING)). Why? I don't understand. I was so puzzled.
- 59 KT: *Jackie Chan?*
- 60 JN: Yeah. How come?
- 61 KT: If I had to use *Google Translate*, I would rather call my friend.
- 62 JN: That's why we called our friends.
- 63 KT: They could help us much better, and if they seem reasonable, we listen to what they say.
- 64 T: How did you like *Longdo dictionary*?
- 65 KT: Oh ((LAUGHING)) I used the *online dictionary Longdo* because I'm more familiar with it than these dictionaries ((POINTING TO THE PAPER DICTIONARIES ON THE DESK)). I used it because I liked to use it. I also look things up in paper dictionaries as well if they are handy. Actually I like using the dictionary application on my *iPhone*. It's quite good because it has *idioms* too.
- 66 T: What about *ingclick right*? When did you use it? And how often?
- 67 JN: Oh yes. I use this a lot because it corrects my mistakes.
- 68 T: Did you learn anything for it? Could you use what you learned in your next writing?
- 69 KT: We looked at the suggestions given. What mistakes did we make? If we still don't know how to correct what was wrong, we usually ignore it.
- 70 JN: Yes. ((LAUGHING)) Something like that.
- 71 T: You seemed to spend a lot of time discussing each matter. Do you always want your work to be *perfect*?
- 72 KT: I do. Do you, *Jane*?
- 73 JN: ((LAUGHING)) It depends on who I work with.

- 74 T: So you adjust yourself based on your peer.
- 75 JN: Yes, I'm like that.
- 76 T: I saw that sometimes wanted to skip some points and wanted to *Jane* urmentioned that you shouldn't skip because you *Kate* give overall comments while comments would reflect who you are.
- 77 JN: Yes, cared about our faces *Kate* ., but for me, I wanted to do our best.
- 78 KT: It would be embarrassing if we didn't do it well.
- 79 T: Have you ever heard about multi draft writing?
- 80 JN: Yes, I have heard about *outlining* and doing a *first draft*, but I never knew anything about *peer-reviewing*.
- 81 T: *Peer-reviewing* was one of the activities so that you could help your peers look at their work since it's hard to see their own mistakes. It's just like when you asked your friends to help you with your work because they would be able to spot the mistakes more easily. And what about revising and rewriting a final draft? In your real life, have you done such thing?
- 82 JN: Never .I usually make an and finish writing just one draft *outline*.
- 83 KT: At my secondary school I hardly got a chance to write because my teacher was occasionally absent and sometimes she went out for coffee.
- 84 T: OK. Do you like multidraft writing then?
- 85 JN: I think it's great that we could review and revise a lot, but I'm sometimes lazy and feel that there are many steps.
- 86 T: Finally, would you share with me the difficulties you have when you write in English?
- 87 JN: I have problems with *grammar* and time management. I write and check by myself and it takes a lot of time to think, write and explain it. Sometimes we can say it, but can't write it out with the same *quality*. The sentence has to speak all we think. It takes time for me. With limited time, I have a hard time. If it were homework, I would be better at it.



- 88 T: What about you? *Kate* ,
- 89 KT: For me, it's hard to organize my ideas. When I go on writing, I feel that what I write should be something else and my ideas are quite scattered. Maybe, it's so when I write, *outline* because I don't like to make an, I change my ideas around. When I don't feel like doing it, I can't write.
- 90 T: You are an artist.
- 91 KT: Yes, she is.
- 92 T: How about vocabulary?
- 93 JN: For vocabulary, I used Pii Nan's song.
- 94 T: I heard that everyone talk about this. Did everyone go to that cram school? They taught you a vocabulary song and I wonder if you can apply it.
- 95 KT: Only a few cram schools were popular, one was Pii Nan and the other was Kru Somsri. For me, I liked Pii Nan because I could remember songs that were taught in her classes and I didn't have to review a lot of lessons.
- 96 JN: I haven't been so successful with English cram schools.
- 97 T: Do you think you're fluent in English, *Jane*?
- 98 JN: I went to a *bilingual* primary school, but my secondary school was a regular school. My *grammar* has been quite bad.
- 99 KT: I was in a *mini program*, yet I'm still poor in English grammar.
- 100 T: What's a *mini program*?
- 101 KT: The *mini program* is a program that English is used as a medium of instruction in some of the English and social science class *periods*. When I was in the primary level, I also did a third language. When I entered the secondary school, I didn't have any foreign teachers. My Thai teachers hardly taught anything. Because I was in the highest rank class, teachers always assigned a lot of classwork. By the time I was in my senior year, I felt like I didn't have a lot of knowledge. There was a time back when I was in the primary school, I happened to get into a

*business class* of an English institution called *ECC*. In the class, I had to study with higher-level students like in the junior or senior of the secondary school. I cried my eyes out at first because although I understood what my foreign teacher said, I couldn't communicate back to him. I was too young then, but the older people in the class were really nice to me. That *business class* met every single day from 6 p.m. to 8 p.m. I gradually lost the *English* fluency when I didn't get to use it in the secondary school. There were no writing assignments, nor presentations. Usually the presentations in *English* classes were conducted in Thai.

102 T: How do you feel about that?

103 KT: We could look at *scripts* when we presented. Besides, we had to present in Thai. Right now *Jane*, other friends and I want to attend an English course to improve my English, but we're embarrassed that we're in the university and we're still poor at English.

104 T: Learning languages need constant practice, or you'll forget them.

105 KT: I don't know a lot of vocabulary. I can't even know the meaning of simple words. I forgot it, maybe. But if I use them every day, I might recall them. Now we use Facebook and Blackberry (*BB*) chats, which are easier if we type in transliterated Thai using Roman alphabets. It's hard to type in Thai.

106 JN: I have a hard time reading the transliterated Thai.

107 T: Me neither.

108 JN: I can't either. For me, if I want to type in English, I use English.

109 KT: You have to keep reading it. I couldn't understand it at first. I now write a whole sentence.

110 JN: It's like a combination between English and the transliterated Thai.

111 KT: And also acronyms, not official ones. They are used among friends. So we're used to that kind of language. When we use it in class, it's not academic enough.

112 T: What do you think of your peer's *comments*?

- 113 KT: They seemed to be better at *grammar*.
- 114 JN: I wonder why we made so many mistakes.
- 115 T: So you agreed with your friends that you were wrong?
- 116 JN: KT didn't believe the comments.
- 117 KT: I believe in myself, but I am sometimes wrong ((LAUGHING)) but I'm still confident.
- 118 T: To what extent did you make revisions according to their comments?
- 119 JN: We made half of the revisions.
- 120 KT: Yes. We made half of the revisions.
- 121 T: Towards the end of the paragraph, you didn't seem to revise much. How come?
- 122 JN: I think they made a lot of corrections. Some of them could have been accurate. We may have not made that many mistakes.
- 123 T: You should also trust yourself.
- 124 JN: Yes. They may think differently from us, so we feel that ours is wrong, and theirs is right. They didn't see our process since the beginning that we had thought things through and changed things before we had a finished writing piece. They just saw a finished product. We thought a lot about how to make it this way. Well, our sentences may have been too short to describe every detail of ours. So, it's OK, I guess.
- 125 T: How do you feel about getting a lot of corrections from your friends?
- 126 KT: For me, it's OK.
- 127 JN: It's OK for me.
- 128 KT: When giving comments, I prefer giving and receiving feedback through face-to-face sessions because it's more real-time and interactive. Here when we read their comment and have questions about it whether they were sure and from where they got the knowledge. In case that they say they were certain, we'd be likely to trust them because we're not good at *grammar*.

- 129 T: Compared to your *commenting* on another pair's work, did you have the same *style of comments*?
- 130 KT: Not at all. We talked about *ideas*, but they talked about our *grammar*. We *commented* on something like great *idea*, how could you have thought of this.
- 131 T: You didn't make any comments on their *grammar*?
- 132 JN: We paid more attention to their *ideas*. We didn't focus on *grammar*, but we looked at their *ideas*.
- 133 T: OK. How do you feel about getting *comments* from the teacher, compared to from your peers?
- 134 KT: It's different. If we get *ideas*, I mean suggestions for improvement from the teacher, it's better. I can't explain how. Actually both comments are good.
- 135 T: Um. Same for both comments.
- 136 JN: Yes. But I prefer comments from the teachers because they talk about what things should be but peers often tell us what to change. When I read their *comments*, I felt that they imposed their ideas on us too much but teachers wouldn't say our ideas are wrong.
- 137 KT: They said like "should you change it?" but writing is not just a finished product. It starts with ideas from two people who think differently combined. Just reading it or saying it in one sentence can't represent all we think.
- 138 T: One should *respect* others' *ideas*.
- 139 KT: It's like they told us what to think.
- 140 T: For *ideas*, you feel that they interfered. What about *grammar*?
- 141 JN: So-so.
- 142 KT: So-so.
- 143 JN: We made some mistakes.
- 144 T: Good point. One writing piece can take time. When I check students' writing, I try to keep their ideas too. It's like trying to *respect* their *version* as much as I can. *Grammar* is another story.

- 145 JN&KT: Yes.
- 146 T: Last but not least, when you write alone, to what extent do you go back to edit your work in case that you have time, not in the exam?
- 147 JN: Yes, I usually *recheck* the whole thing and see if I miss out anything. So I *check* it some time.
- 148 T: Do you *check* it by yourself?
- 149 KT: Yes, I *check* it myself. If it sounds strange, I ask someone else and see how I could change it.
- 150 T: And you, Jane?
- 151 JN: I do it myself. I check *grammar*. If I am to write something in English, I will do that in Thai or my stupid English first. But stupid English would be better so I know what *ideas* I want to present. *Ideas* come first and then *grammar*.
- 152 T: When you edit your own work, some people switch to simpler language but others want to use more sophisticated words. What are your *styles*?
- 153 KT: I do that sometimes. When I read some articles, I try to use their words too, but not often because they might not fit in my writing. So I always use some. I want to try using more words. Maybe I'm thinking about marks, too.
- 154 JN: At first I use stupid English like basic words, come back to edit *grammar* in detail and make it look good. Not like we can't convey meaning although we have lots of *ideas*.
- 155 T: Good. Actually using basic language appropriately is the first *step* and you can start taking risks and edit your work little by little. Thank you for your contribution again today.

## Appendix R

### Information Sheet for Research Participants

English as an International Language  
(Interdisciplinary Program), Graduate School,  
Chulalongkorn University, Thailand

#### INFORMATION SHEET FOR RESEARCH PARTICIPANTS

#### Multidimensional Scaffolding in Dyadic Interaction in English Writing with Computer: a Case Study of Chulalongkorn University Undergraduate Students

This study is being conducted to find out learning process during each stage of process writing in pairs. I am particularly interested in selecting a number of participants to participate in this study on a voluntary basis.

If you agree to participate in this study, you will be able to choose your own pair. You then will be asked to work on each stage of process writing together, including planning, drafting, peer-reviewing, and rewriting together in pair.

The nature of the study requires that the researcher record your pair conversation and interaction over two hours. The information obtained from the recording will thereby be used for reflecting on your behaviors and performance on learning process. After the collaborative writing, you will be asked to attend an interview session to confirm your use of writing strategies and to share your opinions on the collaborative activity. In addition, your writing at every stage will be collected by the researcher.

You, as a participant of this study, may withdraw from the study at any time if you wish with no provision of any reason for withdrawal.

In keeping with the ethics of the research, the information you provide will be kept confidential to English as an International Language Program, Graduate School, Chulalongkorn University and Rawiwan Bupphanhasamai, of Chulalongkorn University Language Institute.

The data will not be collected anonymously. Participants will have to identify who they are in the participants' profile form so that the researcher can contact them for data clarification. However, in the writing of the results of the study, your name or anything that would identify you will not be disclosed, unless with your written consent. The data will be stored securely at Chulalongkorn University Language Institute and will be destroyed once the analysis is completed.

Thank you for agreeing to participate in this study. If you have any question, I can be reached at [Aj.rawiwan@hotmail.com](mailto:Aj.rawiwan@hotmail.com) or at 086-331-8931 or 086-518-5331.

Sincerely,

*Rawiwan Bupphanhasamai*

Rawiwan Bupphanhasamai

(Principal researcher)

## Appendix S

### Research Consent Form

Rawiwan Bupphanhasamai  
English as an International Language  
(Interdisciplinary Program), Graduate School,  
Chulalongkorn University, Thailand  
Email: [aj.rawiwan@hotmail.com](mailto:aj.rawiwan@hotmail.com)

#### RESEARCH CONSENT FORM

##### Multidimensional Scaffolding in Dyadic Interaction in English Writing with Computer: a Case Study of Chulalongkorn University Undergraduate Students

During the course of the research project according to the Information Sheet for Research Participants provided by Rawiwan Bupphanhasamai the principal researcher, I have been given and have understood an explanation of its objectives. I have given the opportunity to ask questions and have them clarified to my satisfaction by the principal researcher. I also understand that I may withdraw myself (or any provided information) from this project at any point during the project with no requirement of giving reasons or with no penalty of any sort.

I have been informed that the study will focus on collaboration during a writing activity. I understand that any information I provide will not be disclosed and will be kept to the researcher and her academic institution. The published results will not use my name and will not be discussed in any way that will identify me.

I understand that the audio-tape and video-tape recording of the interaction with my peer, tape recordings of the interview and the joint written text will be electronically destroyed at the end of the project, or I indicate that I would like them returned to me.

I wish to have the ticked data below returned to me at the conclusion of the project.

- Audio-tape recording of my pair interaction
- Video-tape recording of my pair interaction
- Audio-tape recording of interviews
- Pair written text

I understand that I will have an opportunity to check the transcription of the recordings and the results of the study before publication.

I understand that the data I provide will not be used for any other purpose or released to others without my written consent. The researcher will share the data collected with me for my approval before using them in any publication.

- I would like to receive a summary of the results of this research when it is completed.

I agree to participate in this research project.

Participant's Signature: \_\_\_\_\_

Name of the participant (please print): \_\_\_\_\_

Date: \_\_\_\_\_

## VITA

Rawiwan Buppanhasamai (725/94 Anamai Ngamjaroen Road, Takham, Bangkhuntien, Bangkok 10150 Thailand) was born on August 19, 1976 in Trang province. She obtained a Bachelor of Arts in western languages, with a major in Spanish and minor in English from Faculty of Arts, Chulalongkorn University. Her Master degree was in Linguistics from San José State University, California, USA, where she also received a graduate certificate of Teachers of English to Speakers of Other Languages (TESOL). She has been a lecturer at Chulalongkorn University Language Institute (CULI) since April 2005. Her research interests are in the areas of language education, social theories and language learning, discourse analysis, collaborative dialogue, second and foreign language learning, phonetics and phonology, and English for academic and specific purposes.