



**Impact of Journal Writing with Peer Feedback
on EFL Students' Writing Ability**

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**A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of
Master of Arts in Teaching English as an International Language**

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ชื่อวิทยานิพนธ์	ผลของการเขียนบันทึกและการประเมิน โดยใช้ผลย้อนกลับจากเพื่อนต่อความสามารถทางการเขียนของนักเรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ
ผู้เขียน	นางสาววัชรีย์ กุลประสิทธิ์
สาขาวิชา	การสอนภาษาอังกฤษเป็นภาษานานาชาติ
ปีการศึกษา	2555

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาผลของการเขียนบันทึกและการประเมิน โดยใช้ผลย้อนกลับจากเพื่อนต่อความสามารถทางการเขียนด้านความถูกต้องและความคล่องแคล่วในการใช้ภาษาของนักเรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ อีกทั้งสำรวจทัศนคติของนักเรียนกลุ่มดังกล่าวที่มีต่อการเขียนภาษาอังกฤษ การเขียนบันทึก และการประเมิน โดยใช้ผลย้อนกลับจากเพื่อน กลุ่มตัวอย่างในการวิจัยครั้งนี้คือ นักเรียนชั้นมัธยมศึกษาปีที่ 3 (เกรด 9) โครงการ Semi-English โรงเรียนธิดานุเคราะห์ อำเภอหาดใหญ่ จังหวัดสงขลา ประเทศไทย จำนวน 42 คน ผู้วิจัยเก็บข้อมูลในภาคเรียนที่ 1 ปีการศึกษา 2554 เป็นระยะเวลาทั้งหมด 14 สัปดาห์ เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบทดสอบวัดความสามารถด้านทักษะการเขียนภาษาอังกฤษ, บันทึกภาษาอังกฤษของนักเรียนกลุ่มตัวอย่าง, แบบทดสอบวัดความสามารถด้านการสังเกตและแก้ไขข้อผิดพลาดทางไวยากรณ์ และแบบสอบถามทัศนคติ วิเคราะห์ข้อมูลโดยใช้การทดสอบค่าทีและการวิเคราะห์ความแปรปรวนทางเดียว

ผลการวิจัยพบว่า กลุ่มตัวอย่างทั้งหมดมีความสามารถในการเขียนโดยรวมดีขึ้นอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 มีผลสัมฤทธิ์ทางการเขียนภาษาอังกฤษด้านความถูกต้องในการใช้ภาษาอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ทั้งนี้ ความคล่องแคล่วในการเขียนได้พัฒนาขึ้นเพียงเล็กน้อย แต่ความยาวในการเขียนเพิ่มขึ้นอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 จากการวิเคราะห์แยกตามระดับความสามารถทางการเขียนของกลุ่มตัวอย่างพบว่า ความสามารถทางการเขียนด้านความถูกต้องในการใช้ภาษาของกลุ่มตัวอย่างที่มีความสามารถจัดอยู่ในระดับกลางและอ่อนพัฒนาขึ้นอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 อีกทั้ง กลุ่มตัวอย่างทั้ง 2 กลุ่มดังกล่าวสามารถเขียนได้ยาวขึ้นอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 นอกจากนี้ ผลการสุ่มวิเคราะห์บันทึกภาษาอังกฤษของกลุ่มตัวอย่างพบว่า ความสามารถในการเขียนของกลุ่มตัวอย่างที่ได้สุ่มมาดีขึ้นในด้านความถูกต้อง กล่าวคือ ปัญหาทางไวยากรณ์ในการเขียนภาษาอังกฤษ 5 ประเด็นที่พบบ่อยที่สุด

ของกลุ่มตัวอย่างลดลง ในแง่ความคล่องแคล่วในการเขียนพบว่า กลุ่มตัวอย่างเขียนได้ยาวขึ้นเมื่อเปรียบเทียบระหว่างการเขียนบันทึกฉบับแรกและฉบับสุดท้าย

นอกจากนี้ กลุ่มตัวอย่างทั้งหมดได้มีทัศนคติเชิงบวกต่อการเขียนภาษาอังกฤษทั้งก่อนและหลังการเขียนบันทึกและการประเมิน โดยใช้ผลย้อนกลับจากเพื่อน โดยทัศนคติเชิงบวกดังกล่าวโดยรวมได้เพิ่มขึ้นอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 โดยเฉพาะอย่างยิ่งใน 4 ด้าน คือ ด้านการเขียนในการเป็นเครื่องมือถ่ายทอดเรื่องราวของตนเองที่ระดับ .05 ด้านความสำคัญในการเรียนการเขียนในการเรียนภาษาอังกฤษที่ระดับ .01 ด้านความสามารถทางการเขียนภาษาอังกฤษของตนเองที่ระดับ .01 และด้านความพึงพอใจในความสามารถทางการเขียนภาษาอังกฤษของตนเองที่ระดับ .01 โดยเมื่อแยกวิเคราะห์ตามระดับความสามารถแล้ว กลุ่มตัวอย่างที่มีความสามารถจัดอยู่ในระดับกลางและอ่อนมีทัศนคติเชิงบวกต่อการเขียนภาษาอังกฤษเพิ่มขึ้นอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 อีกทั้ง กลุ่มตัวอย่างทุกกลุ่มต่างมีทัศนคติเชิงบวกต่อการเขียนบันทึกและการประเมิน โดยใช้ผลย้อนกลับจากเพื่อนอีกด้วย ทั้งนี้ ทัศนคติทั้งหมดดังกล่าวไม่มีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติตามระดับความสามารถของกลุ่มตัวอย่าง

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ABSTRACT

This study aims to investigate the impact of journal writing with peer feedback on EFL students' writing ability in terms of accuracy and fluency as well as to explore their attitudes toward writing in English, journal writing, and peer feedback. Forty-two Mattayomsuksa 3 (Grade 9) Semi-English Program students at Thidanukhro School, Hat-Yai, Songkhla, Thailand participated in the study. The study was conducted over the course of 14 weeks in the first semester of the academic year 2011. Four research instruments were employed: a test of writing, the students' journal entries, practice tests of error recognition and correction, and attitude questionnaires. The data were analyzed by using a paired samples t-test and one-way ANOVA.

The findings revealed that journal writing with peer feedback significantly improved all the students' overall writing ability, particularly in terms of accuracy ($p < .01$). With respect to writing fluency, although the number of words produced in their writing significantly increased ($p < .01$), a slight and insignificant improvement was found in all of their production of consistently appropriate choice of language structure and vocabulary. Only the middle and the low proficiency groups' writing ability significantly improved in terms of accuracy ($p < .05$). Also, the word count in their writing significantly increased ($p < .01$). A qualitative data analysis of some samples of the students' journal entries confirmed that the students' writing accuracy improved. That is, some of their five most problematic grammatical aspects in writing decreased. With respect to writing fluency, the word count in their last journal entries increased compared to the first ones.

Additionally, all of the students showed positive attitudes toward writing in English both before and after the use of journal writing with peer feedback with an overall significant increase ($p < .01$). Of these, their positive attitudes toward four aspects of writing in English significantly increased: writing as a means of self-expression ($p < .05$), the importance of learning to write in learning English ($p < .01$), self-perceived writing ability ($p < .01$), and self-satisfaction toward English writing ($p < .01$). By proficiency levels, only the middle and the low groups' overall attitudes toward writing in English significantly increased ($p < .05$). Moreover, all of the students held positive attitudes toward journal writing and peer feedback. However, no significant difference in their attitudes was found across proficiency levels.

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Watcharee Kulprasit

CONTENTS

	Page
บทคัดย่อ.....	iii
ABSTRACT	v
ACKNOWLEDGMENTS	vii
CONTENTS	viii
LIST OF TABLES	xii
LIST OF FIGURES	xiv
 CHAPTERS	
1. INTRODUCTION	1
1.1 Rationale of the Study.....	1
1.2 Purposes of the Study.....	5
1.3 Scope and Limitations.....	5
1.4 Significance of the Study.....	6
1.5 Definitions of Operational Terms.....	6
2. LITERATURE REVIEW	8
2.1 Journal Writing.....	8
2.1.1 What is Journal Writing?.....	8
2.1.2 Types of Journals.....	9
2.1.3 Keeping Journals in Language Classrooms.....	15
2.2 Peer Feedback in Journal Writing.....	16
2.3 Benefits of Journal Writing.....	18
2.4 Related Studies.....	22
3. RESEARCH METHODOLOGY	28
3.1 Subjects of the Study.....	28
3.2 Research Instruments and Construction.....	29

CONTENTS (Continued)

	Page
3.2.1 Types of Research Instruments.....	29
3.2.1.1 The Test of Writing.....	29
3.2.1.2 Practice Tests of Error Recognition and Correction.....	30
3.2.1.3 Journal Entries.....	31
3.2.1.4 Attitude Questionnaires.....	31
3.2.2 Construction of Research Instruments.....	32
3.2.2.1 The Test of Writing.....	32
3.2.2.2 Practice Tests of Error Recognition and Correction.....	33
3.2.2.3 Attitude Questionnaires.....	34
3.3 Data Collection.....	34
3.3.1 Step 1: Pre-Treatment Phase (Week 1).....	34
3.3.2 Step 2: Preparation Phase (Weeks 2-4).....	35
3.3.3 Step 3: Journal Writing with Peer Feedback Orientation and Treatment Phase (Weeks 5-12).....	36
3.3.4 Step 4: Post-Treatment Phase (Weeks 13-14).....	37
3.4 Data Analysis.....	39
4. FINDINGS AND DISCUSSION.....	43
4.1 Information on the Subjects.....	43
4.2 Impact of Journal Writing with Peer Feedback on the Subjects’ Writing Ability.....	47
4.2.1 Impact of Journal Writing with Peer Feedback on the Subjects’ Overall Writing Ability.....	47
4.2.1.1 Development of Overall Writing Ability.....	48
4.2.1.2 Development of Free Writing Ability in Terms of Accuracy.....	49
4.2.1.3 Development of Free Writing Ability in Terms of Fluency.....	50

CONTENTS (Continued)

	Page
4.2.1.4 Development of Error Recognition Ability.....	53
4.2.1.5 Development of Error Correction Ability	53
4.2.2 Impact of Journal Writing with Peer Feedback on the Subjects’ Writing Ability by Proficiency Levels.....	54
4.2.2.1 Writing Ability of the High Writing Proficiency Subjects.....	55
4.2.2.2 Writing Ability of the Middle Writing Proficiency Subjects.....	56
4.2.2.3 Writing Ability of the Low Writing Proficiency Subjects.....	59
4.3 Subjects’ Attitudes toward Writing in English, Journal Writing, and Peer Feedback.....	61
4.3.1 Subjects’ Attitudes toward Writing in English before and after the Use of Journal Writing with Peer Feedback.....	61
4.3.2 Subjects’ Attitudes toward Journal Writing.....	66
4.3.3 Subjects’ Attitudes toward Peer Feedback.....	69
4.4 Discussion of the Research Findings.....	72
4.4.1 Impact of Journal Writing with Peer Feedback on the Subjects’ Writing Ability.....	73
4.4.2 Subjects’ Attitudes toward Writing in English, Journal Writing, and Peer Feedback.....	89
4.4.2.1 Subjects’ Attitudes toward Writing in English before and after the Use of Journal Writing with Peer Feedback.....	89
4.4.2.2 Subjects’ Attitudes toward Journal Writing.....	90
4.4.2.3 Subjects’ Attitudes toward Peer Feedback.....	91

CONTENTS (Continued)

	Page
5. SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS	94
5.1 Summary of the Study.....	94
5.2 Pedagogical Implications.....	96
5.3 Recommendations for Further Studies.....	99
REFERENCES	101
APPENDICES	107
A. Identical pre- and post- tests of writing.....	108
B. Practice test of error recognition and correction I.....	113
C. Practice test of error recognition and correction II.....	119
D. An example piece of color paper for a journal entry.....	123
E. Pre-treatment attitude questionnaire.....	125
F. Post-treatment attitude questionnaire.....	132
G. Analytic Scoring Scale.....	141
VITAE	143

LIST OF TABLES

Table		Page
3.1	Five Most Problematic Grammatical Aspects for Each Subject.....	36
3.2	Data Collection Procedure.....	38
3.3	Criteria for Rating Scale Interpretation.....	41
4.1	Subjects' Perception toward the Degree of Difficulty and Preference of English Skills.....	46
4.2	Subjects' Perception toward the Degree of Importance of Three English Writing Aspects.....	46
4.3	Pre- and Post- Tests of Writing.....	48
4.4	Pre- and Post- Free Writing Tests in terms of Accuracy.....	49
4.5	Pre- and Post- Free Writing Test Score Levels in terms of Accuracy.....	50
4.6	Pre- and Post- Free Writing Tests in terms of Production of Consistently Appropriate Choice of Language Structure and Vocabulary.....	51
4.7	Pre- and Post- Free Writing Test Score Levels in terms of Production of Consistently Appropriate Choice of Language Structure and Vocabulary....	51
4.8	Pre- and Post- Free Writing Tests in terms of Average Number of Words.....	52
4.9	Comparison of the Number of Words in Diverse Ranges.....	52
4.10	Pre- and Post- Error Recognition Tests.....	53
4.11	Pre- and Post- Error Correction Tests.....	54
4.12	The High Writing Proficiency Subjects' Pre- and Post- Tests of Writing....	55
4.13	The High Writing Proficiency Subjects' Pre- and Post- Free Writing Test Score Levels.....	56
4.14	The Middle Writing Proficiency Subjects' Pre- and Post- Tests of Writing.....	57
4.15	The Middle Writing Proficiency Subjects' Pre- and Post- Free Writing Test Score Levels.....	58
4.16	The Low Writing Proficiency Subjects' Pre- and Post- Tests of Writing....	59
4.17	The Low Writing Proficiency Subjects' Pre- and Post- Free Writing Test Score Levels.....	60

LIST OF TABLES (Continued)

Table		Page
4.18	Subjects' Attitudes toward Writing in English before and after the Use of Journal Writing with Peer Feedback.....	62
4.19	Subjects' Attitudes toward Writing in English before and after the Use of Journal Writing with Peer Feedback by Proficiency Levels.....	65
4.20	Subjects' Attitudes toward Journal Writing.....	67
4.21	Subjects' Attitudes toward Journal Writing by Proficiency Levels.....	69
4.22	Subjects' Attitudes toward Peer Feedback.....	70
4.23	Subjects' Attitudes toward Peer Feedback by Proficiency Levels.....	72
4.24	Student A's Record of Eight Journal Entries.....	81
4.25	Student B's Record of Eight Journal Entries.....	84
4.26	Student C's Record of Eight Journal Entries.....	87

LIST OF FIGURES

Figure	Page
3.1 Journal Writing with Peer Feedback Procedure.....	37
3.2 A Summary of Research Methodology	42
4.1 Subjects' Levels of Enjoyment of Learning English.....	44
4.2 Subjects' Self-Rated Overall English Proficiency and English Writing Proficiency.....	44
4.3 Subjects' Previous Experience in English Journal Writing.....	47

CHAPTER 1

INTRODUCTION

This chapter presents an overview of the study. It consists of five parts under five headings; that is, rationale of the study, purposes of the study, scope and limitations, significance of the study, and definitions of operational terms.

1.1 Rationale of the Study

As Stockwell (2007) claims, English plays an important role in most of the world's entire population's lives. Thailand is no exception. McKay (1992) attributes the prominent roles of English in Thailand to three major factors; that is, present and future career goals, overseas employment, as well as an access to technical and business information. In order to meet the international standard as well as to enable the students to communicate in English fluently, the Education Ministry of Thailand has raised the significance of the English language to be the main foreign language in the Thai academic context. This requires a real effort to develop English teaching and learning in schools in Thailand. Inevitably, this brings the value of English literacy into the spotlight.

An effective writing ability in English, either as a second or foreign language, is becoming essential for both education and communication nowadays (Weigle, 2002). Since good writing is considered to be "an artistic process", which Holly (2002, p. 11) describes as "a sense of aesthetic balance", "the nature of writing itself" is recognized as the cause of difficulties in writing (Hedge, 2000, p. 5). To illustrate this issue, Brookes and Grundy (1990), Weigle, and White (1980) state that writing specifically requires a formal form of language. Apart from that, organization (Byrne, 1979), accuracy as well as a wide range of lexical varieties are also taken into account in the written language (Hedge). White (p. 10) also stresses that "a connected fashion" is another important feature of this language skill. Byrne and Hedge even remark on a distinctive negative feature of the written language; that is, there are no other communicative devices but words carrying the entire burden of the whole

communicative process. In other words, Holly draws an analogy between the written words and the paintings where the making-meaning process depends on the audience to interpret or make sense from only the words or the images of what the authors or the artists want to convey. That is why White (1988) further notes that the students need both their schemata to organize their ideas and adequate foreign language knowledge to convey their ideas in appropriate and meaningful words in the written language. Holly (p. 11) uses the words “more deliberate” to describe this characteristic of the written language. Moreover, another significant factor causing a problem in writing is that the students themselves do not like to write based on their beliefs that they have no capacity to write in the target language (Gebhard, 1996). All of these are merely some of the reasons why writing is accepted to be the most difficult or even the last language skill to be acquired or mastered by both native and non-native speakers (Byrne; Hedge; Norrish, 1993). Besides, the students have the least interest in writing because of what Schneider (2009, p. 60) refers to as “administrative pressure”; that is, a formulaic approach is highlighted to a greater degree than a creative approach in order to benefit the students’ standardized test scores in writing classes. Undoubtedly, this finally leads to a negative relationship between the students as the writers and their attitudes toward their writing skill being described as ‘one of helplessness’ (Elbow, 1973, p. 12).

Byrne (1979) categorizes all writing difficulties under three topics: psychological problems, linguistic problems and cognitive problems. The linguistic problems or “the constraints of limited second-language knowledge” make writing in the foreign or second language even more difficult for non-native speakers (Weigle, 2002, p. 35). Therefore, teaching writing requires developing linguistic knowledge of the target language, organization skill and other writing conventions on the part of the students to be able to communicate in the written form of language (Hedge, 2000). However, in order not to shape the writing class as “times of sighing, pencil-chewing, foot-shuffling agony”, Hedge (p. 5) remarks on three important things to improve the students’ writing ability: writing environment, models of good writing and a number of writing practices. An emphasis on the writing practices to help one develop writing skill (Walshe, 1975), together with the shift from the product approach to the process

approach in teaching writing, calls for greater attention to processes in writing (Kroll, 2001). White (1988) explains the reason why the shift occurs as follows:

Academic writing involves the manipulation of ideas, and unless students have experienced such manipulation through writing process activities, they are likely to be stuck with little more than a set of fixed forms. So, we have to prepare our students for meeting with the unexpected. To do this, our attention must shift from product to process. (p. 15)

The process approach brings the students as the writers to the center of all processes in writing while the teachers are recognized as facilitators to help their students develop strategies throughout those writing processes from getting started, drafting, revising and editing until the final product comes out (Silva, 1990). A prewriting process, therefore, becomes an important starting point for the students to learn how to write and practice writing (Blanchard & Root, 1997; L. Brandon & K. Brandon, 2001; Kroll; Oshima & Hogue, 1991).

In the process-oriented approach, journal writing is among various strategies employed in the prewriting stage; such as, brainstorming, listing, clustering and freewriting (Blanchard & Root, 1997; L. Brandon & K. Brandon, 2001; Kroll, 2001; Oshima & Hogue, 1991). Apart from “a well-entrenched discursive practice in L1 and L2 classrooms” (Maguire & Graves, 2001, p. 562), it is “an increasingly important tool in both language learning and teacher training” (Todd, Mills, Palard & Khamcharoen, 2001, p. 354) as well as a significant introspective tool in language studies both in language acquisition and development because it provides “insights into process of learning” (Nunan, 1992, p. 123).

Journal writing is an exploratory writing, a kind of writing that allows the writers to “discover, develop, and clarify” their ideas in their writing (Bean, 1996, p. 97). This type of writing brings the process into focus rather than the product and it could facilitate learning, critical thinking development, class preparation, class discussion and better final writing products (Bean). Therefore, “journals are an important part of the writing process” (Maxwell, 1996, p. 61). Apart from the success in an integration of journal writing to the traditional classrooms, it is also

recommended as a strategy employed in weblogs or blogs in flourishing computer-based learning these days (Henderson, Napan, & Monteiro, 2004). Furthermore, creative writing such as journal writing is suggested to supplement other formulaic writing assignments in writing classes in order to increase the students' interest in writing (Schneider, 2009). Most importantly, journal writing is appropriate with middle-school-aged students since the students at this age feel at ease performing this kind of writing (Greenwood, 1989).

Another rudimentary component in the process-oriented approach in teaching writing is feedback (Keh, 1990). Feedback is recognized as an essential element in interactive language classrooms (Chaudron, 1988). Keh (p. 294) gives a definition of feedback in writing as "input from a reader to a writer with the effect of providing information to the writer for revision". With feedback, the writers could recognize the errors and mistakes in their writing which affect communication of the messages or ideas to the audience (Keh). In general, teacher feedback is considered to be a single source of knowledge in the classroom (Chaudron).

Apart from teacher feedback, peer feedback is becoming a popular collaborative technique employed in teaching English, in both ESL and EFL writing classes (Charoensuk, 2011; Rollinson, 2005). It is suggested as an alternative feedback on the students' journal entries (Brown, 2004; Harmer, 2004). With an integration of this collaborative learning technique in ESL or EFL writing classes, both the teacher and the students could gain a variety of benefits (Chun-xian, 2007). Moreover, it brings language writing classrooms in touch with an aspect of student-centred learning (Keh, 1990).

Some positive effects of journal writing on the students' writing ability have been investigated by several studies (e.g. Bromley, 1995; Herrero, 2007; Jones & East, 2010; Liao & Wong, 2010; Maguire & Graves, 2001; Marefat, 2002; Myers, 2001; Nückles, Hübner, Dümer & Renkl, 2010; Spack & Sadow, 1983; Tuan, 2010). The benefits of peer feedback on the students' writing ability have also been noted in both ESL and EFL academic contexts (e.g. Charoensuk, 2011; Chun-xian, 2007; Kamimura, 2006; Lee, 2010; Lin & Yang, 2011; Tsui & Ng, 2000; Wakabayashi, 2008). Few, if any, studies have, however, been carried out in the Thai EFL academic context, especially at the secondary school level. An investigation of the impact of

journal writing with peer feedback on EFL students' writing ability is also scarcely found to the best of my knowledge. In order to bridge these gaps, this study aims to examine the impact of an integration of journal writing with peer feedback in a Thai EFL classroom at a secondary school level to see whether it would help enhance the students' writing ability. In addition, the study also probes into the EFL students' attitudes toward writing in English, journal writing, and peer feedback.

1.2 Purposes of the Study

This study aims to investigate the impact of journal writing with peer feedback on writing ability of 42 Mattayomsuksa 3 (Grade 9) students attending Semi-English (SE) Program at Thidanukhro School, Hat-Yai, Songkhla, Thailand. It also examines the students' attitudes toward writing in English, journal writing, and peer feedback. More specifically, this study was undertaken to answer the two main research questions as follows:

1. Can journal writing with peer feedback improve the students' writing ability?
2. What are the students' attitudes toward writing in English, journal writing, and peer feedback?

1.3 Scope and Limitations

There are some limitations of the study as stated below.

The types and frequencies of the students' most problematic grammatical aspects and their writing ability in terms of both accuracy and fluency are limited to those found in their tests of writing as well as journal entries. Therefore, the findings discovered in the study cannot be generalized to other contexts where the types and frequencies of the students' most problematic grammatical aspects and their writing ability in terms of both accuracy and fluency were investigated in other contexts.

1.4 Significance of the Study

Journal writing has been employed in several studies either to explore its positive effects on the students' writing ability (e.g. Bromley, 1995; Herrero, 2007; Jones & East, 2010; Liao & Wong, 2010; Maguire & Graves, 2001; Marefat, 2002; Myers, 2001; Nückles, Hübner, Dümer & Renkl, 2010; Spack & Sadow, 1983; Tuan, 2010) or to examine its other benefits on language learning, teacher training or the students themselves (e.g. Birjandi, 2010; Byrd, 2010; Dong, 1997; Farrell, 1998; Henderson, Napan & Monteiro, 2004; Lê, 2006; Sanprasert, 2010; Srimavin & Darasawang, 2003; Todd et al., 2001; Yang, 2007).

Few, if any, studies, particularly the investigations of the impact of journal writing with peer feedback on EFL students' writing ability, have been carried out in the Thai EFL academic context. Thus, this study would like to bridge the gap by allowing the students to practice English journal writing with peer feedback in order to determine its effects on their writing ability in terms of accuracy and fluency. It also explores their attitudes toward writing in English, journal writing, and peer feedback. The results of this study are expected to raise the teachers' awareness of the impact of journal writing with peer feedback on the students' English writing ability. Also, it provides the students an opportunity to take responsibility for their own language learning and skill development in a collaborative learning atmosphere, a requisite characteristic for autonomous learners in a learner-centred curriculum.

1.5 Definitions of Operational Terms

In this study, five operational terms, namely, journal writing, journal entries, accuracy, fluency, and peer feedback, are defined as follows:

1. **Journal writing:** an activity in which the subjects freely select any topics, areas of interests or anything they want to write about on their journal entries on a weekly basis (Blanchard & Root, 1997; Bumgardner, 1996; Harmer, 1991, 2004; Liao & Wong, 2010; Massi, 2001; Roth, 1992; Walshe, 1975; Winterowd, 1981)

2. **Journal entries:** pieces of color paper where the subjects practice journal writing

3. **Accuracy:** the frequency of problematic grammatical aspects produced in the subjects' free writing tests and journal entries

4. **Fluency:** the production of consistently appropriate choice of language structure and vocabulary according to the analytic scoring scale devised by John Anderson based on an oral ability scale found in Harris (1968) (as cited in Hughes, 1989) in the subjects' free writing tests, as well as the number of words produced in the subjects' free writing tests and their journal entries

5. **Peer feedback:** the subjects' reactions to their designated partners' journal entries in both the written form in English and the oral form in Thai

There are 2 types of feedback:

- **Content feedback:** the subjects' written and oral reactions to the content after reading their designated partners' journal entries

- **Grammatical feedback:** the subjects' reactions to the problematic grammatical aspects found in their designated partners' journal entries in the forms of both written and oral comments consisting of 2 levels: recognition and correction levels.

CHAPTER 2

LITERATURE REVIEW

This chapter reviews related literature and research on journal writing with peer feedback in both ESL and EFL writing pedagogical contexts. It covers the following topics: journal writing, peer feedback in journal writing, benefits of journal writing, and related studies.

2.1 Journal Writing

2.1.1 What is Journal Writing?

Journal writing is one form of self-expressive writing (Bean, 1996; Lorch, 1981; Massi, 2001) or “a means of self-expression” (Blanchard & Root, 1997, p. 15). It is widely recognized under the common names; such as, unstructured writing, personal writing, freewriting, focused freewriting, informal, and nongraded writing (Bean). In other points of view, a variety of forms e.g. self-expression, exposition, and freewriting are involved in journal writing (Winterowd, 1981). According to Holly (2002), there are five types of writing underlying journal writing: journalistic writing, analytical writing, ethnographic writing, creative-therapeutic writing, and introspective writing.

There are a number of definitions of journal writing proposed by different authors. For some, journal writing is defined as free records about ones’ activities, thoughts, feelings, reactions, and reflections toward what is in their mind (Blanchard & Root, 1997; Brown, 2004; Steven & Cooper, 2009; Walshe, 1975) while others; for instance, Roth (1992, p. 33) refers to these journals as “general journals” and the journals integrated in language writing classes as “idea journals”.

With several definitions of journal writing, its concept overlaps with that of diary writing. However, according to Lorch (1981) as well as Porter, Goldstein, Leatherman and Conrad (1990), a journal is not a diary but a personal record about one’s actions and reactions or the writer’s personal experiences. Journal

writing is different from diary writing because it involves “reflection” and concentrates more on a person’s ideas, feelings, and activities (Lorch; Penfield & Wicker, 1985). Moreover, the content of journals is more complex and comprehensive than diaries’ (Holly, 2002). On the other hand, the words “journals” and “diaries” are interchangeably used to refer to the concept of journal writing (Bailey, 1990; Harmer, 1991, 2004; Marefat; 2002).

As discussed above, journals could be defined in a number of ways from different perspectives. However, one characteristic that journal writing has in common is that journal writers have the freedom to write about anything they want, whatever they are interested in or relevant to themselves on their journal entries (Blanchard & Root, 1997; Bumgardner, 1996; Fazio, 2001; Greenwood, 1989; Harmer, 1991, 2004; Liao & Wong, 2010; Macrorie, 1968; Massi, 2001; Roth, 1992; Walshe, 1975; Winterowd, 1981; Zhou & Siriyothin, 2009). Walshe (p. 16) states that “variety is the spice of journal keeping”. Macrorie also emphasizes that journal writers should focus on what they say rather than how they say it. This characteristic of journal writing encourages students to keep on writing their journal entries. Thus, their perspectives of journal writing could be steered toward “personal writing” rather than “an assignment” from the teachers (Bumgardner, p. 85). That is why this type of writing is named “the meaning-making, non-threatening free topic” activity (Liao & Wong, p. 155).

The topics in journal writing could be either chosen by the students themselves or assigned by the teacher (Reid, 1994). It is advisable to let the students choose their own topics in order to increase their interest in carrying on the activity (Marefat, 2002). Greenwood (1989, p. 184) suggests that the topics about “breakfast-to-bed” should be avoided in journal writing because it is not interesting.

2.1.2 Types of Journals

Brodine and Isaacs (1994) classify journals into four principal types: individual journals, dialogue journals, buddy and team journals, and learning logs. Their descriptions and characteristics are presented as follows.

1. Individual Journals

This type of journal is genuinely personal. The students write whatever they want in individual journals for approximately 10 or 15 minutes a day. It is a basic type of journal which could be employed in a wide range of subject areas, especially for the courses that start using journals early. Some prompts or topics should be assigned by the teacher in some cases to give the students a starting point to write the journals. Some younger students even draw pictures in this type of journal. The individual journals could be shared with the teachers for keeping a record of the students' progress.

Maxwell (1996, p. 51) calls this type of journal as "personal journals". The problem of using this type of journal is that the students might feel uncomfortable at first when they are asked to write journals without any topics being prescribed by the teacher. It is suggested that the topics could be presented using open-ended statements, lists, descriptive ideas, responding situations, and imagination starters as Maxwell (p. 52 - 53) gives some examples.

Open-ended:

- *The reasons I like my favorite television show are ...*
- *The places I'd most like to travel are ...*
- *I'm most at peace when ...*
- *My favorite place to be is ...*
- *If I could be any character from a TV show or a book, I would be ...because ...*
- *My favorite TV commercial is ...*
- *If I could make a TV commercial, it would be about ...*
- *My favorite joke is ...*
- *What I remember best from last year is ...*
- *What I like least about school is ...*

Making lists:

- My 10 favorite (or most disliked) songs are ...
- The 5 things I would most like to change about this school are ...
- Name your 3 favorite people and describe them.
- Name 3 people you admire the most and tell why.
- List the qualities of a good teacher (or a good friend).
- List 10 things you do every day. Choose one that is a favorite and tell why.
- Name 10 things that could never happen in your life. Choose the one you most wish would happen.

Descriptive ideas:

- Describe how to keep score in a sport you play.
- Describe your favorite kind of animal.
- Tell about a funny incident that happened to you or to someone in your family.
- If you could change anything about your life, what would it be?
- What would you most like to be famous for?
- If you could change places with one of your parents for a day, what would you do?

Responding:

- The teacher writes a quote on the board every day, and the student may write a response to it.
- The teacher writes a coded message each day, and students try to decipher it.
- Students generate a topic or question of the day.

Imagination starters:

- You are in Antarctica exploring uncharted areas when you come upon ...
- You are deep-sea diving and discover ...
- An unknown relative dies leaving you a fortune, but to claim it you must ...

2. Dialogue Journals

A dialogue journal is more or less the same as the individual journal. However, the students are more motivated to write this type of journal since they can perceive a real audience; that is, the teacher to exchange the dialogues with. This provides an opportunity for the teacher and the students to get to know each other more personally. The teacher's responses in the dialogue journals provide the students input of the language models to help improve their writing in the subsequent journal entries. However, dialogue journals bring "the paper-load problem" to the teacher (Brodine & Isaacs, p. 19). In such case, it is suggested that the teacher collect some of them each time to respond to, write the responses during journal writing time in the class, ask other volunteers to write the responses, or ask the students to mark by highlighting or starring where they want the teacher to respond. In addition, Gebhard (1996) suggests the teacher respond to all the students' journal entries in only one teacher journal entry.

3. Buddy and Team Journals

A buddy or team journal is a two-round journal entry where the students take turns responding to each other's journal entries. The students are much more motivated to write this type of journal since it is a real writing process in which the students have a specific goal of responding to and communicating with their friends or buddies in the team or group. Instant feedback from their friends or buddies and an opportunity to read their partners' journal entries make this type of journal even much more interesting for the students. The students usually seize this opportunity to share their problems and collaboratively help each other improve grammar, spelling, and punctuation in writing. During buddy-journal writing time, the students do not speak with each other.

Bromley (1995, p. 9) notes that "a natural connection between reading and writing" is promoted in using buddy journals. The students are motivated to write and read journals in a non-threatening context. Therefore, their language literacy and confidence in using the language are also enhanced.

4. Learning Logs

A learning log or a double-entry journal is more particularly about lessons. The entry of journal is divided into 2 columns. The students are asked to write about the lessons in the left column and their responses to the lessons in the right column. Sometimes, the students are required to write in the form of a paragraph. It shares a characteristic with the dialogue journals in the way that the teacher also responds to the learning logs or double-entry journals. Learning logs or double-entry journals promote students' critical thinking and reflection. Moreover, they encourage students to participate in the learning process and activities.

This type of journal is referred to as "a discovery activity" for the students to have a clear and insightful understanding of the class activities by Maxwell (1996, p. 54). Drawing could be included in this type of journal when no words could be well explained. Learning logs could be carried out in a large number of subject areas across the curriculum. The students could be asked to write learning logs at the beginning of the class as a springboard to learn or at the end of the class for consolidating their understanding of the lessons.

Additionally, Bean (1996) presents seven more kinds of journals; that is, open-ended journals, semistructured journals, guided journals, double-entry notebooks, 'what I observed/what I thought' laboratory notebooks, contemporary issues journals, and exam preparation journals.

1. Open-Ended Journals

Also referred to as "learning logs," open-ended journals are defined by Bean (1996) slightly different from that of Brodine and Isaacs (1994). According to Bean, in open-ended journals, the students are asked to write freely in response to the course within a definite number of pages or length of time on a weekly basis.

2. Semistructured Journals

In the semistructured journals, the writing prompts are given as a springboard to give the students some ideas to write about. Sometimes, these writing prompts are presented in the form of questions as in the examples: "How does your

own personal experience relate to what you studied today?” or “What confused you in today’s class or today’s reading?” (Bean, 1996, p. 107).

3. Guided Journals

The content-specific questions developed by the teacher are used to elicit the answers from the students in guided-journal writing. In other words, the students write in response to the assigned questions from the teacher.

4. Double-Entry Notebooks

Double-entry journals are ‘dialectical notebook’ or ‘dialogue journal’ (Bean, 1996, p. 108). The students are asked to write about the course issue on the left-hand page and reflect on it on the right-hand page in double-entry notebook writing. This type of journal has the same function as the learning logs defined by Brodine and Isaacs (1994).

5. ‘What I Observed/What I Thought’ Laboratory Notebooks

This type of journal shares a characteristic with a double-entry notebook. However, this journal has a more specific purpose. The students record the “empirical observations” in the left-hand column and their “mental processes” in the right-hand column of ‘what I observed/ what I thought’ laboratory notebooks (Bean, 1996, p. 109).

6. Contemporary Issues Journals

This type of journal makes a connection between what the students learn in the classroom and the real world or their life outside the academic context. The students are asked to write how the course content they learn in the classroom relates to current or real-world contemporary matters.

7. Exam Preparation Journals

In this type of journal, a list of questions, some of which will be used in the midterm or final exam, are given to the students as a springboard to motivate

them to write. As the course is in the progress, the students would find out the answers to those questions and record them in their journals. In some cases, the students are allowed to use this type of journal in the examination.

Apart from the above types, Maxwell (1996) draws attention to four more types of journals apart from those proposed by Brodine and Isaacs (1994) as well as Bean (1996); that is, project journals, response journals, writer's notebook, and class logs.

2.1.3 Keeping Journals in Language Classrooms

Journal writing has come into the spotlight in language pedagogy only in the last 50 years (Brown, 2004). Different kinds of journals are used for a wide range of purposes in the classrooms (Maxwell, 1996). A definite purpose of using it should be clearly determined (Srimavin & Darasawang, 2003). Specifically, journals employed in the classrooms should be matched with the teacher's teaching style and the goals of the course (Bean, 1996). Farrell (1998) suggests that three considerations should be taken into account in journal keeping: (1) where and when to write the journals, (2) where and when to read the journals, and (3) where and when to comment on the journals.

As journal writing needs practice, the first important consideration about an integration of journal writing in language classrooms is "when" the students should write the journals (Harmer, 1991). Journal writing could be practiced at the beginning, during or at the end of the class for 5 minutes (Allison, 1995; Bean, 1996). Nevertheless, the students sometimes do not have much to write up to the 5-minute time allocation on their journal entries (Harmer). Assigning it as their homework could be an alternative to carry on the activity as suggested by Allison. All in all, a certain length of time should be set aside to practice journal writing regularly (Lorch, 1981).

Journal writing practice should be driven from the students' intrinsic satisfaction or motivation (Bean, 1996). Although a great amount of literature supports that the students prefer exploratory writing, there will always be some students who perceive such an activity as "busy work" (Bean, p. 99). In addition, the

following three factors, namely, learning styles, grade orientation, and failure of journal writing integration in the language classrooms, could affect the students' motivation toward the activity. Accordingly, it is the role of the teachers to introduce a clear concept of journal writing, make it an integral part of the classroom, point out its benefits, and encourage the students to take part in this activity with an awareness of its value. All the above are suggestions, but not prescriptions. This is affirmed by a number of scholars: Bean, Birjandi (2010), Brown (2004), Fazio (2001), Harmer (2004), Henderson, Napan, and Monteiro (2004), Marefat (2002), Maxwell (1996), as well as Spack and Sadow (1983).

In order to make journal keeping most effective, the activity should be done regularly (Bumgardner, 1996; Harmer, 1991, 2004; Lorch, 1981). However, a daily journal writing practice could develop negative feelings or attitudes toward the activity (Bumgardner). Lorch recommends the students write a half-page journal at the very minimum and do so regularly; that is, at least 5 days a week whereas Reid (1994) suggests the students write one or two paragraph(s) for journal writing practice. However, there is no rule about when or how often the students should write journals (Harmer). No matter how much the students practice (at least 1 paragraph per an entry recommended), they would gain its ultimate effectiveness as long as it is an ongoing practice (Porter et al., 1990).

2.2 Peer Feedback in Journal Writing

In terms of assessment, journal writing is categorized as the sort of writing which is not evaluated by the teacher (Weigle, 2002). Although the students' journals, particularly their personal journals, could be read by the teacher, they are probably not assessed in any aspects (Maxwell, 1996). This is because the students practice journal writing to develop their writing proficiency, not to be evaluated (Lorch, 1981). Hence, no numerical scores or letter grades are given in this type of writing except verbal comments (Macrorie, 1968; Weigle). Sometimes, a minus/check/plus system is employed to evaluate journal writing and the result would be translated into a letter grade (Bean, 1996).

All in all, it depends on the teachers' decision whether to respond to their students' journal entries or not, but they should have a clear purpose of doing it if they have decided to do so (Bumgardner, 1996; Harmer, 1991). Otherwise, journal writing will be misunderstood and misused. Harmer (2004) suggests a variety of ways to give feedback on the students' journal entries. To let them remain private is also a possible way to deal with the students' journal entries. While teacher feedback is a common way in giving feedback on the students' journal entries, the students also have their own right to choose the person to read their journal entries (Reid, 1994).

Generally, it is suggested that the teachers give feedback on the students' journal entries since it could make the most effective use of journal writing (Porter et al., 1990), especially in terms of writing quality (Brown, 2004). Moreover, the teachers' responses on the students' journal entries could be a means to individually interact with their students (Harmer, 2004). In so doing, "a firm commitment of confidentiality" is essential in order to make the students feel comfortable to carry on the activity (Greenwood, 1989, p. 184). Nonetheless, it would be a workload for the teacher to regularly respond to all of the students' journal entries, particularly if it is generally done on a weekly basis. Although the positive impact of teacher-student journal writing is demonstrated in several studies e.g. Greenwood, Henderson, Napan and Monteiro (2004), Lê (2006), and Tuan (2010), it is not suitable in the Asian academic context where the teacher power and distance are prominent (Brown). That is, the teacher has the most authority in the classroom. The relationship between the teacher and the students is the monitor and the followers.

Peer feedback is suggested as an alternative feedback on the students' journal entries apart from teacher feedback (Brown, 2004; Harmer, 2004). It is referred to as "peer response, peer editing, peer critiquing and peer evaluation" (Keh, 1990, p. 295). Svinicki and McKeachie (2010) point out the benefits of peer feedback in journal writing. Peer feedback is more accessible feedback for the students to deal with in terms of language. Only teacher feedback would not cover all of the students' weaknesses or errors. Peer feedback promotes scaffolding, objectivism, and criticalism. Moreover, it encourages the students to realize their own ability and assess their ability for further development and improvement. More importantly, the students could realize what qualities are involved in good writing and how to attain

such qualities through peer feedback activity, not through “a predefined form” (Svinicki & McKeachie, p. 117). Apart from promoting “a wider sense of audience” (Keh, p. 303), the students could perceive both the teacher and their peers as their “collaborators” to learn language and develop language skill through peer feedback in journal writing (Harmer).

Success or failure in the use of peer feedback relies on the peers who provide feedback and whose work is being reviewed (Harmer, 2004). Three characteristics of feedback the students prefer are (1) filling the gaps of their understanding, (2) supportive comments, and (3) suggestions for improvement (Svinicki & McKeachie, 2010). There are two forms of peer feedback: written feedback and oral feedback. In written peer feedback, nine characteristics are remarked upon: understandable, selective, specific, timely, contextualized, nonjudgmental, balanced, forward looking, and transferable feedback (Svinicki & McKeachie, p. 110). Oral peer feedback, on the other hand, should be used to contribute to written feedback as the students could be involved in the negotiation of meaning process about the written feedback being given with their peers through oral interaction (Tsui & Ng, 2000). Most importantly, instant feedback should be given on the students’ journal entries for they could make the best out of the feedback in regard to ensuing journal entries (Henderson, Napan & Monteiro, 2004).

2.3 Benefits of Journal Writing

Journal writing provides diverse advantages, particularly on the students’ writing skill and ability development.

1. Writing Skill and Ability Improvement

Journal writing helps improve the students’ writing skill. The more they practice writing, the more they write accurately, fluently, and logically. The students can learn how to write to communicate their ideas in the target language when they keep practicing it (Brown, 2004; Harmer, 2004; Jones & East, 2010; Liao & Wong, 2010; Maguire & Graves, 2001; Myers, 2001; Spack & Sadow, 1983; Tuan, 2010).

2. Writing Fluency Improvement

Journal writing improves fluency in the students' writing. Based on a regular writing practice, this enables the students to communicate their thoughts in the written form in the target language more fluently (Bromley, 1995; Greenwood, 1989; Lewis, 2002; Liao & Wong, 2010; Maxwell, 1996; Reid, 1994; Tuan, 2010).

3. Writing Style Development

Journal writing provides the students with an opportunity to imitate other writers' writing styles to develop their own writing styles. In so doing, it is not plagiarism. It is the way ones build on what other writers have written or said. To obviously borrow others' writing styles is one way to develop one's own as in the saying "all men must borrow from those who have gone before" (Macrorie, 1968, p. 169).

4. Writing Confidence Increase

Journal writing is recognized as an effective tool for the students to practice writing. Through this activity, they could gain more confidence in expressing their ideas in the written form of the target language and even in a higher quality of this language form (Birjandi, 2010; Jones & East, 2010; Lewis, 2002; Liao & Wong, 2010; Myers, 2001; Reid, 1994). The students can develop their confidence by taking part in their own learning process, which is beneficial, particularly in the traditional teacher-centred classes where the students usually lack self-confidence (Birjandi, 2010).

5. Writing Motivation Enhancement

Journal writing enhances the students' writing motivation, especially intrinsic motivation in second language writing. This occurs because the students recognize the value of the activity (Birjandi, 2010; Liao & Wong, 2010; Tuan, 2010).

6. Non-Threatening Writing Practice

Journal writing makes the students feel free to write. This feeling comes from the way the students have freedom to choose their own topics to write about. Moreover, they are given an opportunity to freely and non-threateningly practice writing at their own pace (Brown, 2004; Fazio, 2001; Harmer, 2004; Liao & Wong, 2010; Lorch, 1981; Maxwell, 1996; Reid, 1994; Winterowd, 1981; Zhou & Siriyothin, 2009).

7. Autonomy Development

Journal writing promotes autonomy in writing and learning. In journal writing, the students practice writing to enhance their writing ability by themselves. Thus, it encourages the students to take responsibility for their own language learning and their skill development (Jones & East, 2010; Massi, 2001; Porter et al., 1990; Yang, 2007). This is why it is referred to as a learning process in which the students are both the teachers and the learners (Holly, 2002). Liao and Wong (2010) also indicate that the way the students can select their own topics to write their journal entries can promote a sense of autonomy which in turn enhances their intrinsic motivation toward the activity.

8. Sources of Ideas and Inspiration

Journal writing helps the students brainstorm ideas. They come across ideas in the process of journal writing. Therefore, journal entries can be regarded as sources of ideas and inspiration for composing other types of writing tasks or future writing assignments (Blanchard & Root, 1997; Holly, 2002; Liao & Wong, 2010; Lorch, 1981; Maxwell, 1996; Reid, 1994; Roth, 1992; Winterowd, 1981).

9. Clearer Thinking Development

Journal writing as personal writing promotes clearer thinking. It is “a way of clarifying their perceptions, thoughts, and feelings” (Holly, 2002, p. 10). It

helps the students to communicate their thoughts in the written form, particularly to think before they write. It also encourages thinking through one's emotion toward the topic (Greenwood, 1989; Maxwell, 1996; Reid, 1994).

10. Self-Awareness and Self-Reflection Development

Journal writing helps develop self-awareness in the students. The students become more aware of things happening in their lives and their surroundings (Harmer, 2004; Holly, 2002; Lorch, 1981). That is, they could "reflect and make sense" of what happens through journal writing (Maxwell, 1996, p. 50). Through self-reflection in journal writing, the students could become aware of their strengths and weaknesses or problems in writing and ways to tackle them (Lewis, 2002; Liao & Wong, 2010; Myers, 2001; Porter et al., 1990).

11. Creativity Promotion

Journal writing develops the students' creativity as they continually practice writing their journal entries. As found in a study, "the students began creating higher level stories by inserting metaphors, humor, and meaningful dialogue" and "include clear sections for the beginning, middle and end to their stories" (Jones & East, 2010, p. 122).

12. Memory Aid

Journal writing is an aid to an individual's memory. The journal keepers could go back and see what had happened in the past of their lives which they might have forgotten (Macrorie, 1968; Myers, 2001).

13. Consolidation and Acquisition Support

Journal writing facilitates the students' knowledge sustenance, consolidation as well as acquisition (Nückles et al., 2010; Zhou & Siriyothin, 2009). Specifically, reflective journals promote the students' deep learning for insightful

understanding to the lessons (Henderson, Napan & Monteiro, 2004; Zhou & Siriyothin).

14. Growth in Teacher-Student Rapport

Journal writing develops a teacher-student rapport or positive and closer relationship through the dialogue of feedback or responses between the teachers and the students in their journal entries. Through journal writing, the teachers could interact with individual students more deeply. With this sort of relationship, the teachers are recognized as facilitators who help the students learn and improve their language skills (Bean, 1996; Brown, 2004; Greenwood, 1989; Harmer, 2004; Henderson, Napan & Monteiro, 2004; Lê, 2006; Maxwell, 1996; Porter et al., 1990; Tuan, 2010).

2.4 Related Studies

Journal writing offers insightful psychological, social, and cultural data relevant to language development as well as second language learning strategies and preferences (Nunan, 1992). Journals have been employed as the introspective tools across a wide range of academic areas in language studies e.g. second language acquisition, teacher-student interaction, teacher education, language learning and so on. Therefore, a number of classroom-based studies focusing on journal writing have been conducted in both ESL and EFL academic contexts (Maguire & Graves, 2001). The following related studies have employed journal writing and have highlighted the benefit of journal writing on writing skill and ability improvement.

Spack and Sadow (1983) employed student-teacher working journals in a study to help enhance the ESL freshman composition college students' confidence in communicating in the second language. Both the students and the teachers were asked to write the journal entries on any topics growing out of the writing class on looseleaf papers. Some students' interesting journal entries in the corrected form were selected to share with the whole class and the teacher's journal entries were read by the students. The teacher gave feedback on the ideas and did not grade or correct any grammatical errors in the students' journal entries. The findings showed that the

students-teacher working journals made the students recognize the importance of writing: “to explore, develop, focus, organize, and to share ideas with others” (p. 591). Additionally, this study made the best out of journal writing activity in the way that “the students can learn to write, and of writing as a way to learn” (p. 590).

Numerous benefits of buddy journals were found in the study of Bromley (1995). Buddy journals were written by the students from eight classrooms of four elementary schools and four middle schools for approximately 10-20 minutes during their language classes. In buddy journal writing, the ESL students were paired with the native-English-speaking buddies so that they could learn and develop their writing from the native speaker buddies. The results demonstrated that there was an interactive development among writing, reading and literacy in the target language. Remarkably, buddy journal writing strengthened the students’ writing fluency and audience awareness in the writing process. Moreover, it promoted collaborative learning in how to write as well as established relationships and cultural understanding and respect.

Maguire and Graves (2001) used journal writing to investigate the relationship between L2 writing and identity construction of three eight-year-old Muslim girls learning English as their third language in English and French classrooms at a culturally diverse primary school in urban Montreal, Quebec, Canada. Data were collected over 3 years from participant observations, interviews, and 314 English journal entries. The findings demonstrated a relationship between the children’s L2 writing and their identity construction. Moreover, the children showed a high degree of English writing proficiency which was beyond the children’s in normal L2 classrooms as evident in their English journal entries. That is, “the children were able to express their opinions, give reasons, explain and joke, and adopt fictitious personae in writing in a third language” (p.588).

Myers (2001) did a case study of 15 EFL Taiwanese second-year undergraduates at Ming Chuan University in Taiwan. These students were asked to respond to the questionnaire based on James’ theory: the stream of thought through their self-reflection in journal writing. Re-reading journal activity as well as journal exchange were also included in the study. From the study, five patterns of the students’ writing were analyzed from their self-reflections through journal writing,

informal interview and journal exchange. The five writing patterns were language use, rhetorical organization, invention, the role of thoughts, and emotions. These five writing patterns were matched with the four patterns of the students' writing: historical, rational, rhetorical and emotional, analyzed by an EFL experienced teacher in three features: thoughts, organization and emotions. Journal exchange activity helped the students learn from others' mistakes, improve study habits, find other sources of ideas, compare and contrast ideas, and get encouragement.

Herrero (2007) conducted a study using journals as a tool to improve the writing skill of 23 second-year Spanish native speaker students aging 18 – 24 at the University of Costa Rica through an extensive reading activity in a reading course. The students' journal entries were the sources from which their troublesome linguistic aspects were identified for giving an explicit instruction, constructing the handout assignments as well as giving feedback by the researcher. The findings illustrated that the students' writing skill improved via journal writing. Apart from that, the students reported that they preferred feedback on their journal entries to explicit instruction to help improve their writing skill. Interestingly, grammatical features were found to be the primary difficulty the students could overcome through journal writing followed by punctuation, word choice, spelling and pronunciation respectively.

Tuan (2010) carried out the study to investigate the effects of journal writing on the students' writing skill in terms of fluency, accuracy and their writing in general. Journal writing activity was used as a treatment in one class as an experimental group, 44 second-year students at the University of Social Sciences and Humanities in Ho Chi Minh City (USSH-HCMC). Forty-one second-year students from another class were treated as a control group. The findings demonstrated that the experimental group's writing skill under the aspect of fluency and accuracy as well as their writing scores were greater than those of the control group. More importantly, the experimental group showed high writing motivation since most of them were aware of the value of journal writing practice in helping them improve their writing skill.

Nückles et al. (2010) conducted two longitudinal studies to investigate expertise reversal effects of journal writing as a follow-up to course work for an introductory course in developmental psychology. The subjects were 50 students of

psychology at the University of Freiburg. In the first study, 25 students in the experimental group received six cognitive and metacognitive prompts for journal writing on the topics presented in the seminar sessions. The other 25 students in the control group received no prompts for journal writing on the same topics. Both were also asked to do a comprehension test consisting of six open-ended questions about the topics discussed in the seminar sessions. During the first half of the experiment, the results from the students' journal entries demonstrated that the experimental group's cognitive and metacognitive strategies were higher than those of the control group. Moreover, the learning outcomes of the experimental group were greater than those of the control group. However, in the long term, the experimental group employed fewer strategies in journal writing than the control group and their learning outcomes decreased. In contrast, the control group developed more strategies and their writing motivation was less threatened. In the second study, the experimental group received fading-out prompts for journal writing whereas the control group received permanent prompts. It was found that the experimental group obtained more strategies and their learning outcomes were greater than those of the control group both in short- and long- term effects. However, both groups had negative motivation in the long term effect. The results of the two studies implied that the more the students became skilled at journal writing, the less important the prompts would be to them. This demonstrated the expertise reversal effects of journal writing which promoted writing-to-learn.

Four valuable pedagogical implications of dialogue journal writing (DJW) in the English as a Foreign Language (EFL) context were claimed in the investigation of Liao and Wong (2010). The study addressed 41 tenth-grade students of one class in the National Sun Yet-san University affiliated Guoguang Laboratory School in Taiwan. The instruments used were their 984 journal entries in the form of both a free topic task and a situational reading and writing task, open-ended questions, interviews, the pre- and post- study questionnaires and the pre- and post- tests on writing performance. The findings illustrated four positive effects of using dialogue journal writing (DJW) in the writing class: (1) improving the students' English writing fluency and English writing proficiency in terms of content, organization, and vocabulary; (2) enhancing the students' reflective awareness of English writing, self-

understanding, and self-growth as both human beings and learners; (3) reducing the students' anxiety while increasing their confidence in English writing, and (4) raising the students' intrinsic motivation toward English writing. Moreover, the students developed positive attitudes toward the DJW project.

Jones and East (2010) conducted a quantitative study to investigate the use of daily journal writing to empower primary students to be the writers. The data were 15 out of 26 journal entries. Three specific dates of the students' journal entries were analyzed in terms of three aspects: correct spelling, words used, and correct punctuation by employing ANOVA. The findings indicated the steady growth of the students' writing in all of the three main areas. Apart from that, the students' confidence and creativity in writing also increased through journal writing practice. More importantly, the students finally became autonomous learners, developing their own writing ability to be the writers.

Peer feedback is commonly used at the different levels of education in both ESL and EFL writing classrooms these days (Charoensuk, 2010). Apart from its integration in journal writing activity, peer feedback is also employed in other types of writing tasks to help promote collaborative language learning and skill development, especially literacy skills: writing and reading. A number of language studies have investigated the use of peer feedback to improve the students' writing ability and their attitudes toward peer feedback. Some examples of them are reviewed as follows.

The impact of peer feedback on the students' writing quality, revision behavior, and perceptions was investigated by Wakabayashi (2008). Twenty-five female students at a Japanese university were assigned to write the TOEFL-essay-topic English writing test as their first drafts for their peer to give written and oral feedback. Then, they completed a post-task questionnaire and were voluntarily interviewed. The findings revealed that the students' writing quality improved at the content level; the use of peer feedback also had a positive effect on their revision behaviors. The students had positive attitudes toward peer feedback because they recognized the benefits of an integration of the activity in language learning and skill development.

Sultana (2009) conducted a study to examine the use of peer correction and the acceptability of peer correction of 23 adult and 20 young language students in Bangladesh. The data analysis from the questionnaires showed that most of both adult and young students accepted the use of peer correction in the EFL classroom, but they preferred teacher correction to peer correction. The subjects viewed the concepts of collaborative learning and learner autonomy as the western ideas awkwardly employed in the Asian language learning context.

Ting and Qian (2010) did a case study in China to examine whether the use of peer written feedback in an EFL writing classroom had any effects on the students' revisions and their English-written essay improvement. The students' essays were analyzed in terms of accuracy, fluency, grammatical and vocabulary complexity. It was found that the students had a great English writing improvement in terms of accuracy, but a slight improvement in fluency. However, no significant improvement was found in grammatical and vocabulary complexity.

In conclusion, journal writing as self-expressive writing has a number of advantages for the journal keepers themselves, particularly for their writing skill and ability improvement in the target language. It is regarded as an alternative teaching technique employed in both ESL and EFL language classrooms to help enhance students' writing skill and ability. In order to get the most benefit out of it, journal writing should be used as a regular and ongoing activity. Moreover, peer feedback could be employed in the activity as an alternative feedback apart from teacher feedback commonly used in journal writing. With the integration of journal writing and peer feedback, both interactive and collaborative language learning and skill development can be developed in a more relaxing atmosphere.

Therefore, the present study aimed to investigate the impact of journal writing with peer feedback on EFL students' writing ability, specifically in terms of accuracy and fluency. Moreover, their attitudes toward writing in English, journal writing, and peer feedback were also explored.

CHAPTER 3

RESEARCH METHODOLOGY

This quasi-experimental research investigates the effects of journal writing with peer feedback on EFL students' writing ability in terms of accuracy and fluency as well as their attitudes toward writing in English, journal writing, and peer feedback.

This chapter focuses on the research methodology under four headings: subjects of the study, research instruments and construction, data collection, and data analysis.

3.1 Subjects of the study

An intact group as a sample of the study was 42 Mattayomsuksa Three (Grade 9) students attending Semi-English (SE) Program at Thidanukhro School, Hat-Yai, Songkhla, Thailand. The subjects were taking Reading and Writing Course in the first semester of the academic year 2011 during the study. All of them were female Thai native speakers with an average age of 14. They had studied English for approximately 10 years. This group of subjects was selected by the convenience sampling method. However, there were reasons underlying the selection of these students apart from convenient accessibility of the researcher. First, Mattayomsuksa 3 (Grade 9) students had gained some exposure to English language education. Next, these students were not busy with tutoring or preparing for entrance examinations. In addition, these Semi-English (SE) Program students had attained a certain level of English proficiency. Because of these reasons, this group of students provided an opportunity for the researcher to access the data for the study.

In the study, the subjects were asked to write journals individually. As the subjects had to give peer feedback on their designated partners' journal entries, their pre-test scores were employed to pair them up according to their writing proficiency levels. The subjects who had higher writing proficiency were paired up

with those who had lower writing proficiency based on their pre-test scores. Hence, there were 21 designated pairs of the subjects to do peer feedback in the study.

3.2 Research Instruments and Construction

In order to investigate EFL students' English writing ability using journal writing with peer feedback, four instruments were mainly employed in this study.

1. A test of writing was used both as pre- and post- tests.
2. Practice tests of error recognition and correction were employed to develop the subjects' grammatical knowledge for peer feedback.
3. The subjects' journal entries were randomly selected to provide qualitative data for the study.
4. Two sets of attitude questionnaires were developed to elicit the subjects' attitudes toward writing in English, journal writing, and peer feedback.

3.2.1 Types of Research Instruments

3.2.1.1 The Test of Writing

The test of writing was composed of 2 sections: the free writing test and the error recognition and correction test (see Appendix A). Both sections of the test were used as both the pre- and post- tests.

(1) Free Writing Test

The free writing test, the first section of the test of writing, was administered first to the subjects to measure their writing proficiency. The subjects were asked to write a short paragraph of approximately 150 words on a topic: "Someone I Admire" with a writing prompt: "The person I admire is...", provided as a springboard to encourage them to share their personal information within 30 allocated minutes. A personal topic was selected because most subjects, if not all, would have an equal chance to complete the writing test as they were asked to write

about what was relevant to them and no specialized knowledge was called for (Weigle, 2002). This section of the test was scored by 3 raters (2 native speakers and the researcher) in terms of accuracy (score: 6) and fluency (score: 6).

(2) Error Recognition and Correction Test

The error recognition and correction test was constructed and administered to investigate each subject's five most problematic grammatical aspects in English writing. The test consisted of 30 items covering 15 grammatical points (conditionals, articles, passive voice, infinitive with to, conjunctions, relative clause, uncountable and countable nouns, numbers, subject-verb agreement, parts of speech, modals, pronouns, present simple tense, past simple tense, and future simple tense) selected from the materials related to Mattayomsuksa 3 curriculum, one grammatical point for two test items. The subjects were asked to complete this second section of the test of writing within 30 minutes after completing the first section, i.e. the free writing test. This test section was scored by the researcher in terms of error recognition (score: 30) and error correction (score: 30).

3.2.1.2 Practice Tests of Error Recognition and Correction

The practice tests of error recognition and correction were constructed to cover the 15 problematic grammatical aspects employed in the error recognition and correction test. The pre-test results of the error recognition and correction section in the test of writing showed that each subject's 5 most problematic grammatical aspects covered all of the 15 grammatical points. The subjects were asked to do the two practice tests of error recognition and correction for 3 weeks in order to develop their grammatical knowledge for peer feedback. In peer feedback, the students were asked to give grammatical feedback in terms of both recognition and correction apart from content feedback on their designated partners' journal entries.

1. *Practice Test of Error Recognition and Correction I* involved 50 items concerning each subject's 5 most problematic grammatical aspects: conditionals, passive voice, numbers, uncountable and countable nouns, and articles (see Appendix B).

2. *Practice Test of Error Recognition and Correction II* included 30 items about the remainder of each subject's 5 most frequent problematic grammatical aspects (see Appendix C).

The answers with the explanation of all items in the 2 sets of the practice tests were provided by the researcher.

3.2.1.3 Journal Entries

Twenty-four samples of the subjects' journal entries were collected and analyzed to answer the first research question. In the study, the students were asked to write about any topics of their own choice on a piece of color paper for 30 minutes in the class. Pieces of color paper were given by the researcher for the subjects' journal entries to single them out from their usual academic writing tasks in the writing course. It was also expected to be a way to capture interest of those who were non-enthusiastic subjects in this activity (Harmer, 2004). Appendix D displays one of the eight pieces of the color paper used for the subjects' journal entry.

3.2.1.4 Attitude Questionnaires

There were 2 sets of attitude questionnaires: the pre-treatment questionnaire and the post-treatment questionnaire (see Appendix E and F).

The pre-treatment questionnaire was composed of two parts. The first part elicited the subjects' information (e.g. gender, age, their exposure to English language education and their English preferences) and the second part drew out the subjects' attitudes toward writing in English before they received the treatment of journal writing with peer feedback.

The post-treatment questionnaire covered the subjects' attitudes toward writing in English, journal writing, and peer feedback after they had had some journal writing with peer feedback experience for eight weeks.

Both the pre- and post- treatment questionnaires were developed in the form of Likert-rating scale ranging from 5 to 1 (5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree). The Thai versions of both the pre- and

post- treatment questionnaires were given to the subjects in order to avoid any confusion or misunderstanding.

3.2.2 Construction of Research Instruments

The research instruments were constructed and piloted in order to evaluate their reliability.

3.2.2.1 The Test of Writing

The test of writing consisted of 2 sections: the free writing test and the error recognition and correction test. Based on Heaton (1975), Hughes (1989) and other materials related to the writing test as well as Mattayomsuksa 3 writing curriculum, the test of writing was constructed in order to measure the students' writing ability in terms of accuracy and fluency before and after the journal writing with peer feedback treatment. After the test construction, it was revised according to the comments and suggestions by the research advisor and the research committee in the Department of Languages and Linguistics, Faculty of Liberal Arts, Prince of Songkla University, Hat-Yai Campus before being piloted.

The major purpose of the pilot of test was to examine the reliability of the test and to find out whether the instruments would suffice in terms of clear and comprehensible language and instructions, sufficient time allocation as well as potential performance to complete the test (Anderson, Clapham, & Wall, 1995; Weigle, 2002). Therefore, the test of writing was piloted to 40 Mattayomsuksa 3 (Grade 9) students attending Mini-English Program (MEP) at Room Number 6207, Bonggotsrisaowapak Building, Woranari Chaloem School, Songkhla, Thailand on Friday 20th of May, 2011. This group of students was chosen because their educational backgrounds were more or less the same as the subjects of this study. Of these, 27 of them were female and 13 of them were male. All of them were homogeneous in terms of nationality because they were Thai native speakers with an average age of 14. Most of them had had an English language education exposure for approximately 9 years.

In the piloting procedure, the students were asked to write a short paragraph of the free writing test of approximately 150 words on the topic: “Someone I Admire” within 30 minutes of allocated time for the first section of the test of writing. After that, in the second section, they were asked to do the error recognition and correction test for another 30 minutes. During the test, they were allowed neither to use any reference materials nor to consult their friends.

The pilot study revealed that the students could complete the test of writing within the time allocation. The students could produce a short paragraph of approximately 112 words in the free writing test. However, some students could write longer than the space provided. Therefore, the researcher revised the free writing test by providing more space for the test but the rest of the test remained the same. The free writing test was scored by 3 raters (2 native speakers and the researcher) in terms of both accuracy (score: 1-6) and fluency: the production of consistently appropriate choice of language structure and vocabulary (score: 1-6) (see Appendix G for a description of scores).

The scores from the 3 raters were computed to find out the inter-rater reliability by using the Cronbach’s Coefficient Alpha; that is, .97 which was accepted as a high level of inter-rater reliability.

The error recognition and correction test was scored and computed for item difficulty (IF) and item discrimination (ID). Most of the test items were from .30 to .70. Thus, some test items were revised by the researcher. The reliability of the test was .77 by using the Cronbach’s Coefficient Alpha.

3.2.2.2 Practice Tests of Error Recognition and Correction

Two practice tests of error recognition and correction were constructed. After the construction, they were modified according to the comments and suggestions by the research advisor as well as the research committee before being employed in the study. These research instruments were not piloted because the 15 grammatical aspects were specific for this group of the subjects as their 5 most problematic grammatical aspects.

3.2.2.3 Attitude Questionnaires

Two sets of attitude questionnaires were the pre- and post- treatment questionnaires. After the two sets of attitude questionnaires were adapted and developed from the works of Birjandi (2010), Liao and Wong (2010), Tuan (2010), and Wakabayashi (2008), they were improved based on the feedback and suggestions of the research advisor as well as the research committee before being used in the study. However, only the pre-treatment questionnaire was piloted to the same group of the students who did the test of writing in the pilot study to explore the reliability of the questionnaire and whether its language and instructions were comprehensible. The finding of the pilot study showed that the students could complete the pre-treatment questionnaire within 30 minutes. According to the Cronbach's Coefficient Alpha, the reliability of the questionnaire was .82, which affirmed that the questionnaire was highly reliable to employ in conducting the study. Therefore, the questionnaire required no change. The post-treatment questionnaire was not piloted because the students needed to have some experience in journal writing with peer feedback before responding to the questionnaire.

3.3 Data Collection

The data of the study were collected from the 4th week of May (Thursday 26th of May, 2011) to the 3rd week of September (Thursday 15th of September, 2011) in Reading and Writing Course at Thidanukhro School, Hat-Yai, Songkhla for a period of 14 weeks in the 1st semester of the academic year 2011 with a co-operation of the class teacher. The procedure of the data collection could be divided into four main phases: pre-treatment phase, preparation phase, journal writing with peer feedback orientation and treatment phase, and post-treatment phase.

3.3.1 Step 1: Pre-Treatment Phase (Week 1)

In the 1st week of data collection, the pre-treatment questionnaire was given to the 42 subjects to elicit their information and attitudes toward writing in English before the journal writing with peer feedback treatment. After that, the

subjects were asked to do the test of writing which consisted of the free writing test and the error recognition and correction test for 1 hour in order to measure their writing ability and to find each subject's five most problematic grammatical aspects in writing before they received the treatment.

3.3.2 Step 2: Preparation Phase (Weeks 2-4)

The subjects developed their grammatical ability to give grammatical feedback on their designated partners' journal entries by doing 2 sets of practice tests of error recognition and correction for 3 weeks. The subjects were asked to do *Practice Test of Error Recognition and Correction I*, consisting of 50 items focusing on the individual subject's 5 most problematic grammatical aspects and *Practice Test of Error Recognition and Correction II*, consisting of 30 items concerning the remaining of their 5 most problematic grammatical aspects. The correction together with the explanation of all items in the 2 sets of practice tests of error recognition and correction was given by the researcher.

The subjects' 5 most problematic grammatical aspects for each individual were ranked in terms of frequency from the most frequent to the least frequent as presented in Table 3.1:

Table 3.1

Five Most Problematic Grammatical Aspects for Each Subject

Rank	Problematic Grammatical Aspects
1	Passive voice
2	Numbers, Conditionals
3	Articles
4	Count/ Uncount nouns
5	Relative clause
6	Infinitives, Pronouns
7	Parts of speech, Modals
8	Subject-verb agreement
9	Present simple tense, Past simple tense
10	Future simple tense
11	Conjunctions

3.3.3 Step 3: Journal Writing with Peer Feedback Orientation and Treatment Phase (Weeks 5-12)

In the 5th week of the study, the orientation about journal writing with peer feedback was given by the researcher. Then, the subjects were required to write a journal entry on any topic of their own choice on a piece of color paper provided by the researcher in each week. Then, they were asked to exchange their journal entries with their designated partners' in order to give written feedback in terms of both content and grammar on their designated partners' journal entries. For content feedback, the subjects wrote how they feel after reading their designated partners' journal entries and what they thought about the contents. In terms of grammatical feedback, the subjects marked grammatical errors, corrected them or did both on their designated partners' journal entries. Finally, the designated pairs sat together to discuss the written feedback on their journal entries. In the activity, no feedback was given by the researcher as well as the class teacher. The activity of journal writing with peer feedback took approximately 60 minutes of the class time. This activity was

carried on for 8 weeks: from the 5th week of the study to the 12th week of the study. The researcher made a copy of the subjects' journal entries and returned them to the subjects in the next week. The journal writing with peer feedback procedure is demonstrated in Figure 3.1.

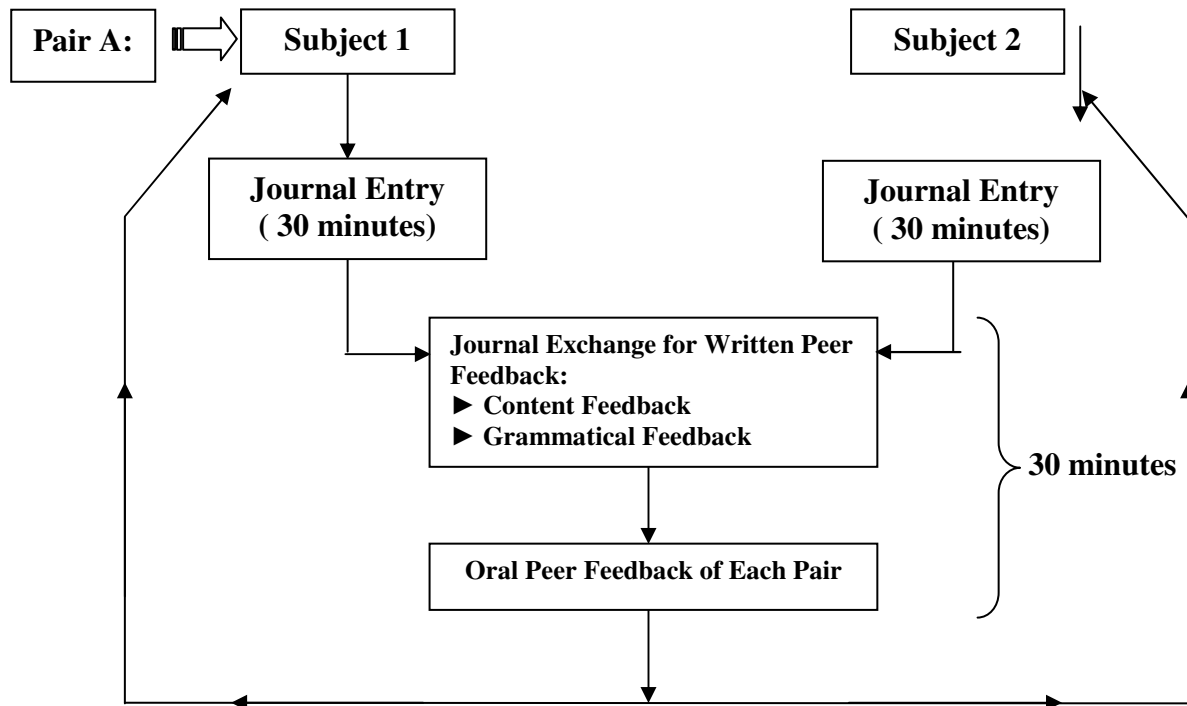


Figure 3.1. Journal Writing with Peer Feedback Procedure

3.3.4 Step 4: Post-Treatment Phase (Weeks 13-14)

After eight weeks of journal writing with peer feedback, the subjects were asked to do the test of writing again as the post-test. The allocated time was 1 hour in order to measure their actual English writing ability after the treatment. Finally, the post-treatment questionnaire was given to the subjects to explore their attitudes toward writing in English, journal writing, and peer feedback in the 14th week of the study.

Table 3.2 illustrates a summary of data collection procedure including the instruments employed in the study:

Table 3.2

Data Collection Procedure

Step	Time Period	Data Collection Phase	Research Instrument	Purpose
1	Week 1 (1:30 hrs.)	Pre-Treatment Phase	Pre-Treatment Questionnaire Test of Writing: Section 1: Free Writing Test Section 2: Error Recognition and Correction Test	- To elicit the subjects' information and their attitudes toward writing in English before the treatment - To measure the subjects' actual English writing ability before the treatment - To draw out each subject's 5 most problematic grammatical aspects in English writing before the treatment
2	Weeks 2-4 (3 hrs.)	Preparation Phase	Practice Test of Error Recognition and Correction I Practice Test of Error Recognition and Correction II	- To practice error recognition and correction of each subject's 5 most problematic grammatical aspects: conditionals, passive voice, numbers, uncountable and countable nouns, and articles for developing grammatical knowledge for peer feedback on their designated partners' journal entries - To practice error recognition and correction of the remaining of each subject's 5 most problematic grammatical aspects: infinitive with to, conjunctions, relative clause, subject-verb agreement, parts of speech, modals, pronouns, present simple tense, past simple tense, and future simple tense for the developing grammatical feedback ability
3	Weeks 5-12 (8 hrs.)	Journal Writing with Peer Feedback Orientation and Treatment Phase	Journal Entries	- To introduce journal writing with peer feedback activity - To perform journal writing with peer feedback by selecting their own topics to write

Step	Time Period	Data Collection Phase	Research Instrument	Purpose
4	Weeks 13-14 (1:30 hrs.)	Post-Treatment Phase	Test of Writing: Section 1: Free Writing Test Section 2: Error Recognition and Correction Test Post-Treatment Questionnaire	- To measure the subjects' actual English writing ability after the treatment - To find out whether each subject could grow out of her 5 most grammatical problems after the treatment - To elicit the subjects' attitudes toward writing in English, journal writing, and peer feedback after the treatment

3.4 Data Analysis

The data obtained from the following instruments: the test of writing used as both the pre- and post- tests, some samples of the subjects' journal entries, and the two sets of attitude questionnaires were analyzed to answer the two research questions.

Research Question 1:

Can journal writing with peer feedback improve the students' writing ability?

In order to answer the first research question, the subjects' pre- and post- test scores of the test of writing were calculated, using the analytic scale devised by John Anderson based on an oral ability scale found in Harris (1968) (as cited in Hughes, 1989) (see Appendix G for a description of scores). Then, the mean scores of their pre- and post- tests were compared by employing a paired samples t-test to find out whether the subjects' writing ability would be improved after the treatment of journal writing with peer feedback.

For a more qualitative data analysis to answer this research question, 24 randomly selected journal entries of 3 randomly selected subjects were qualitatively analyzed in terms of accuracy and fluency by the researcher. In terms of accuracy, the 5 most problematic grammatical aspects found in their journal entries were recorded for each individual. This was done to examine whether the subjects could grow out of their 5 most problematic grammatical aspects or minimally reduce the frequency of their appearance on their journal entries through journal writing with peer feedback. In terms of fluency, the number of words, both content and function words, produced in the subjects' journal entries was recorded for each individual to examine their writing fluency throughout the activity of journal writing with peer feedback.

Research Question 2:

What are the students' attitudes toward writing in English, journal writing, and peer feedback?

In order to answer the second research question, the subjects' responses to the two sets of attitude questionnaires toward writing in English, journal writing, and peer feedback before and after the treatment were analyzed for the mean scores and interpreted item by item. The mean scores of the subjects' responses about their attitudes toward writing in English, journal writing, and peer feedback were interpreted according to the criteria as shown in Table 3.3:

Table 3.3

Criteria for Rating Scale Interpretation

Range of the Total Mean Value (\bar{X})	Level of Agreement
4.21 – 5.00	Strongly agree
3.41 - 4.20	Agree
2.61 - 3.40	Neutral
1.81 - 2.60	Disagree
1.00 - 1.80	Strongly disagree

In addition, the mean scores of the subjects responses about their attitudes toward writing in English before and after an eight-week journal writing with peer feedback experience were compared by using a paired samples t-test to find out whether their attitudes in question would change after they received the treatment. Moreover, one-way ANOVA was employed to examine if any significant difference of their attitudes toward writing in English, journal writing, and peer feedback would be found across proficiency levels.

All in all, a summary of the research methodology of this study is demonstrated in Figure 3.2 as follows:

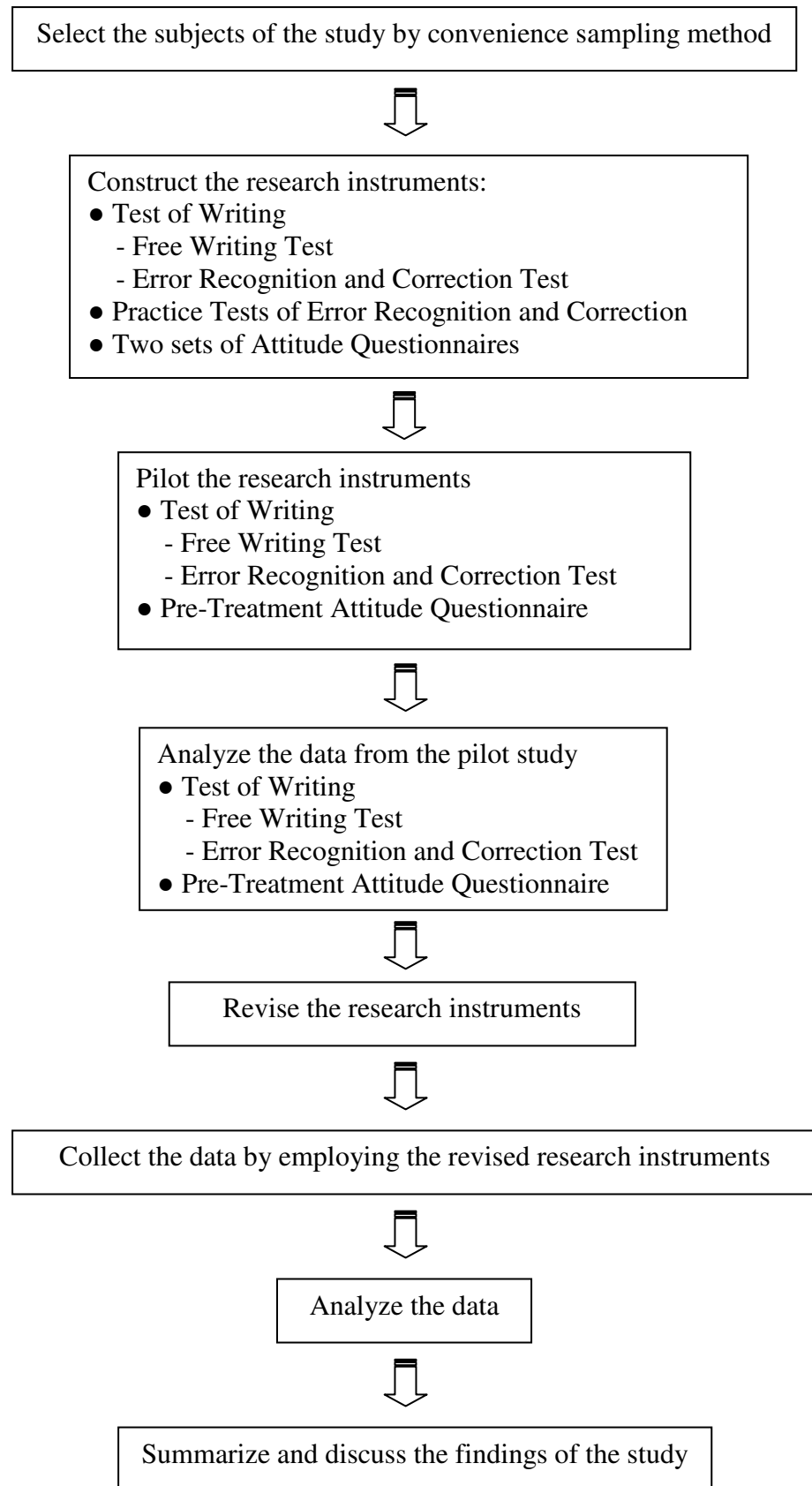


Figure 3.2. A Summary of Research Methodology

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter presents the research findings as well as the discussion of the findings in four major sections. The first section reports the information on the subjects. The second section details the impact of journal writing with peer feedback on the subjects' overall writing ability based on their pre- and post- test scores as well as its impact on their writing ability according to their writing proficiency levels. The third section describes the subjects' attitudes toward writing in English, journal writing, as well as peer feedback. Finally, the discussion of the research findings is presented.

4.1 Information on the Subjects

This section of the chapter describes demographic information of the subjects, their attitudes and self-evaluations regarding English. The information was collected from the pre-treatment questionnaire, including the subjects' personal background information, English education exposure, levels of enjoyment of learning English, self-rated overall English proficiency and English writing proficiency, English skill preference and difficulty, the degree of importance about three English writing aspects as well as previous experience in English journal writing.

The subjects were homogeneous in terms of sex, nationality, and native language. All of them were female Thai native speakers with an average age of 14 years old. Their English language education exposure ranged from 9 to 12 years.

According to the subjects' responses in a five-point Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree) concerning their enjoyment of learning English in the pre-treatment questionnaire, most of the subjects enjoyed learning English a lot (*much*) as illustrated in Figure 4.1.

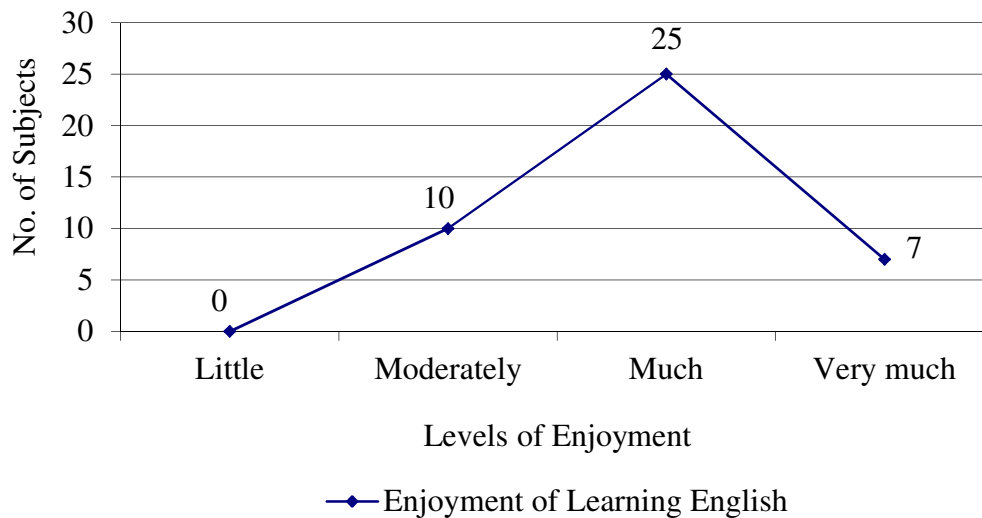


Figure 4.1. Subjects' Levels of Enjoyment of Learning English

Figure 4.1 shows that more than half of the subjects (59.52%), or 25 out of 42, enjoyed learning English a lot (*much*), 10 of them (23.81%) enjoyed learning English *moderately*, and 7 of them (16.67%) enjoyed learning English *very much*. Interestingly, no subjects reported that they *slightly* enjoyed learning English. Thus, it is possible to claim that the subjects' motivation toward learning English was quite high.

In terms of self-rated overall English proficiency and English writing proficiency ranging from 5 (strongly agree) to 1 (strongly disagree), Figure 4.2 demonstrates their responses.

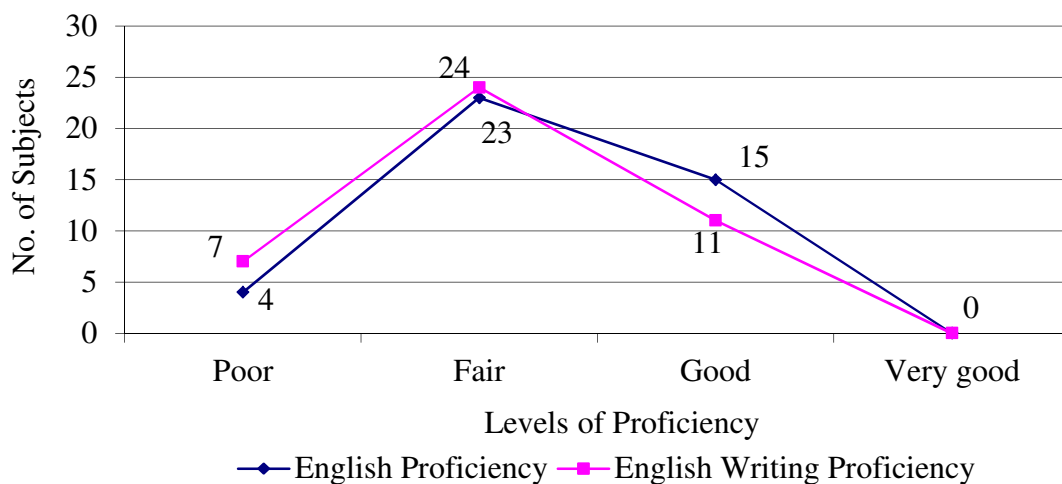


Figure 4.2. Subjects' Self-Rated Overall English Proficiency and English Writing Proficiency

Figure 4.2 illustrates that more than half of the subjects (54.76%) or 23 out of 42 perceived that their overall English proficiency was *fair*, 15 subjects (35.71%) perceived that they had *good* English proficiency, and 4 (9.52%) perceived that they had *poor* English proficiency. Interestingly, the subjects' perception toward their overall English proficiency was more or less the same as their perception toward their own English writing proficiency. That is, their perception toward their English writing proficiency ranges from *poor* to *good*. Most of the subjects or 24 out of 42 (57.14%) perceived that their English writing proficiency was *fair*. However, only 11 subjects (26.19%) reported that they had *good* English writing proficiency, less than the number of the subjects self-rating their overall English proficiency as *good*. Seven of them (16.67%) perceived that they had *poor* English writing proficiency, more than those who perceived their overall English proficiency was *poor*. However, no subjects reported that they had *very good* overall English proficiency, particularly *very good* English writing proficiency. This shows that the subjects perceived English writing as a difficult skill for them to develop and master as also confirmed in their responses in the questionnaire where they were asked to rank four English skills: speaking, listening, reading, and writing according to the degree of difficulty and preference based on their own perception (4 = easiest, 1 = most difficult; 4 = least preferred, 1 = most preferred) shown in Table 4.1.

The subjects undoubtedly ranked writing skill as the most difficult to master and the last skill they preferred to study among the four English skills. Reading was reported as the easiest English skill to achieve and the first skill they preferred to study.

Table 4.1

Subjects' Perception toward the Degree of Difficulty and Preference of English Skills

English Skill	Difficulty	Preference
Speaking	2	2
Listening	3	3
Reading	4	1
Writing	1	4

Furthermore, the subjects ranked 3 aspects of writing according to the degree of importance in writing in English in their points of view (1 = most important, 3 = least important) as demonstrated in Table 4.2.

Table 4.2

Subjects' Perception toward the Degree of Importance of Three English Writing Aspects

Writing Aspect	Degree of Importance
Accuracy (Grammar)	2
Fluency	3
Organization	1

According to their perception reported in Table 4.2, organization was ranked as the most important aspect among all of the three writing aspects in writing in English followed by accuracy (grammar) and fluency respectively.

Regarding the subjects' previous experience in English journal writing, it is illustrated in Figure 4.3 that 38 out of 42 (90.48%) had no previous experience in English journal writing whereas only 4 (9.52%) had some previous experience in English journal writing; that is, 2 years and 7 years.

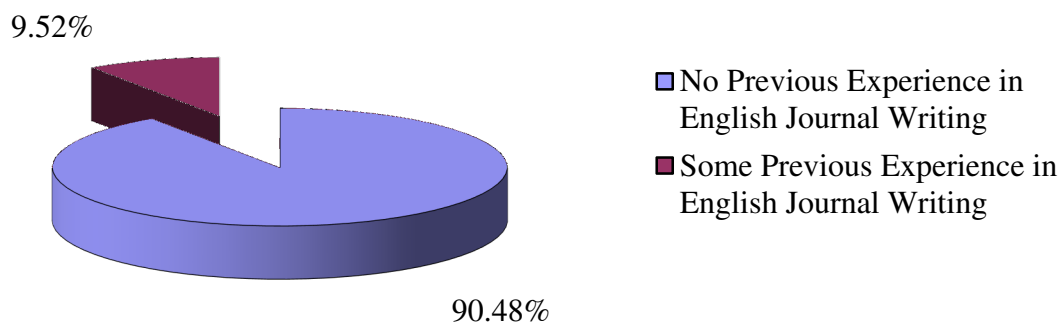


Figure 4.3. Subjects' Previous Experience in English Journal Writing

Therefore, journal writing with peer feedback employed as the treatment in the present study was generally regarded as a new learning experience in the EFL writing course for most of the subjects.

4.2 Impact of Journal Writing with Peer Feedback on the Subjects' Writing Ability

This section deals with the impact of journal writing with peer feedback on the subjects' writing ability. Divided into two parts, the first part of the section delineates the findings of the impact of journal writing with peer feedback on the subjects' overall writing ability according to the results of their pre- and post-tests. The second part reports the findings according to the subjects' different writing proficiency levels; that is, high writing proficiency, middle writing proficiency, and low writing proficiency.

4.2.1 Impact of Journal Writing with Peer Feedback on the Subjects' Overall Writing Ability

The findings of the impact of journal writing with peer feedback on the subjects' writing ability according to their pre- and post- test scores are divided into 5 parts: (1) the development of their overall writing ability, (2) and (3) the development of their free writing ability in terms of accuracy and fluency as well as (4) and (5) the development of their error recognition and correction abilities.

4.2.1.1 Development of Overall Writing Ability

The subjects were asked to do the test of writing consisting of 2 sections: the free writing test and the error recognition and correction test as both pre- and post- tests. The mean scores of their pre- and post- tests of writing were compared by using a paired samples t-test in order to investigate whether there was any significant difference in their overall English writing ability after the treatment. Table 4.3 reports the results.

Table 4.3

Pre- and Post- Tests of Writing

Test of Writing	Score	Pre-test		Post-test		Difference (Improvement)	t-value	Sig. (2-tailed)
		Mean	S.D.	Mean	S.D.			
Section I: Free writing:	100	68.19	17.62	74.67	9.72	6.48	-2.588	.01**
Section II: Error recognition	100	52.70	18.45	81.75	12.56	29.05	-9.869	.00**
Error correction	100	36.03	19.65	67.22	16.77	31.19	-10.335	.00**
Total	300	156.92	46.28	223.64	34.54	66.72	-10.752	.00**

** $p < .01$

As reported in Table 4.3, the total post-test mean score of the subjects is 223.64 (out of a total score of 300) which is significantly higher than their total pre-test mean score: 156.92. The score of improvement is 66.72 ($p < .01$). This means the subjects' pre- and post- test mean scores were significantly different in both the free writing test as well as the error recognition and correction test ($p < .01$). In other words, their overall English writing ability significantly improved after they had an 8-week journal writing with peer feedback experience.

More detailed analysis of the different sections of the test of writing reveals that the subjects' overall writing ability improvement was apparent in both sections. In the free writing test, their post-test mean score is 74.67 out of 100, which is significantly higher than their pre-test mean score: 68.19. The score of improvement is 6.48 ($t = -2.588$, $p \leq .01$). Like the free writing test, the subjects' post-

error recognition test mean score is 81.75 out of 100, which is significantly higher than their pre-error recognition test mean score: 52.70. The score of improvement is 29.05 ($t = -9.869$, $p < .01$). Finally, their post-error correction test mean score is 67.22 out of the total score: 100 which is significantly higher than their pre-error correction test mean score: 36.03. The score of improvement is 31.19 ($t = -10.335$, $p < .01$).

It is also worth noting that the subjects' score improvement in the free writing section was lower than that in the error recognition and correction section. To further examine this point in details, the results of the subjects' pre- and post- free writing tests in terms of accuracy and fluency as well as their pre- and post-error recognition and correction tests are presented as follows.

4.2.1.2 Development of Free Writing Ability in terms of

Accuracy

The first section of the test of writing, the free writing test, is evaluated in terms of 2 writing aspects: accuracy and fluency. Accuracy, the frequency of problematic grammatical aspects produced in the subjects' pre- and post-free writing tests, was evaluated according to the analytic scoring scale ranging from level 1 to level 6 by two native speakers and the researcher (see Appendix G for a description of scores). Table 4.4 illustrates some interesting points.

Table 4.4

Pre- and Post- Free Writing Tests in terms of Accuracy

Test	N	Highest Possible Score	Mean	S.D.	Difference (Improvement)	t-value	Sig. (2-tailed)
Pre-test	42	6	3.99	1.08	0.57	-3.464	.00**
Post-test	42	6	4.56	.68			

** $p < .01$

The subjects' post-free writing test mean score in terms of accuracy is 4.56 out of the total score: 6, which is significantly higher than their pre-test mean score: 3.99. The score of improvement is 0.57 ($t = -3.464$, $p < .01$).

Table 4.5 shows detailed difference between the subjects' pre- and post- writing ability in terms of accuracy according to the analytic scoring scale (see Appendix G for a description of scores).

Table 4.5

Pre- and Post- Free Writing Test Score Levels in terms of Accuracy

Accuracy	N	Analytic Scoring Scale						
		Level 0	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Pre-test	42	2	0	0	10	24	6	0
Post-test	42	0	0	0	4	21	16	1

Table 4.5 obviously shows the improvement of the subjects' writing ability in terms of accuracy. Although most of the subjects' free writing tests were scored at the same level in the pre- and post- tests; that is, level 4, the number of the subjects who could reach the score level 5 increases to 16 from only 6 in the pre-test. More importantly, one subject could reach the highest score level of the free writing test in terms of accuracy; that is, level 6 in the post-test. Of note, no subjects obtained the score level 0 in the post-test as there were two in the pre-test.

4.2.1.3 Development of Free Writing Ability in terms of Fluency

Two features are involved in describing the subjects' writing ability in terms of fluency. The first one, the subjects' production of consistently appropriate choice of language structure and vocabulary in the pre- and post- free writing tests, was evaluated according to the analytic scoring scale ranging from level 1 to level 6 by two native speakers and the researcher (see Appendix G for a description of scores). The second one is the number of words the subjects could produce in the pre- and post- free writing tests.

Table 4.6 shows that their post-free writing test mean score is 4.44 out of the total of 6, which reveals no significant difference from their pre-test mean score: 4.19 with a slight score improvement of only 0.25.

Table 4.6

Pre- and Post- Free Writing Tests in terms of Production of Consistently Appropriate Choice of Language Structure and Vocabulary

Test	N	Highest Possible Score	Mean	S.D.	Difference (Improvement)	t-value	Sig. (2-tailed)
Pre-test	42	6	4.19	1.06	0.25	-1.618	.11
Post-test	42	6	4.44	.52			

* $p < .05$

Further detailed analysis of the analytic scoring scale is provided in Table 4.7 (see Appendix G for a description of scores).

Table 4.7

Pre- and Post- Free Writing Test Score Levels in terms of Production of Consistently Appropriate Choice of Language Structure and Vocabulary

Fluency	N	Analytic Scoring Scale						
		Level 0	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Pre-test	42	2	0	0	4	24	12	0
Post-test	42	0	0	0	3	25	14	0

Table 4.7 reports that most of the subjects' free writing tests were scored at level 4 in both pre- and post- tests. The number of the subjects whose free writing tests were scored at level 4 and 5 slightly increases from 24 and 12 in the pre-test to 25 and 14 in the post-test. No subjects could achieve the highest score level in terms of this writing aspect in both pre- and post- tests. None, however, got the score level 0 in the post-test as there were two in the pre-test.

Table 4.8 presents the results of the second aspect of fluency in writing: the number of words the subjects produced in their pre- and post- free writing tests under a 30-minute time allocation.

Table 4.8

Pre- and Post- Free Writing Tests in terms of Average Number of Words

Test	N	Total Words	Mean	S.D.	Difference (Improvement)	t-value	Sig. (2-tailed)
Pre-test	42	7156	170.38	55.28	53.55	-5.472	.00**
Post-test	42	9405	223.93	56.41			

** p < .01

Table 4.8 demonstrates that all of the subjects could produce 7,156 words with an average of 170.38 words a person in their pre-free writing tests while they could significantly produce a higher number of words in their post-free writing tests: 9,405 ($t = -5.472$, $p < .01$). An average number of words per person was 223.93.

Table 4.9 illustrates a further investigation of the number of words produced in the subjects' pre- and post- free writing tests in diverse ranges.

Table 4.9

Comparison of the Number of Words in Diverse Ranges

Fluency	N	Ranges of Number of Words								
		0-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-450
Pre-test	42	1	3	9	20	5	3	1	0	0
Post-test	42	0	0	1	17	12	9	2	0	1

As presented in Table 4.9, the number of words produced in the subjects' free writing tests ranges from 0 to 350 in the pre-test while that in the post-test ranges from 101 to 450. Twenty or most of the subjects could produce the number of words ranging between 151 and 200 in the pre-test. Thirteen subjects could write

less than 151 words and only 9 of them could write more than 200 words in the pre-test. In contrast, although 17 or most of the subjects could produce the number of words ranging between 151 and 200 in the post-test, 24 of them could write more than 200 words in the post-test with only one subject writing less than 150 words in the post-test.

4.2.1.4 Development of Error Recognition Ability

The mean scores of the subjects' pre- and post- error recognition tests, the second section of the test of writing, are presented in Table 4.10.

Table 4.10

Pre- and Post- Error Recognition Tests

Test	N	Score	Mean	S.D.	Difference (Improvement)	t-value	Sig. (2-tailed)
Pre-test	42	30	15.81	5.54	8.71	-9.869	.00**
Post-test	42	30	24.52	3.77			

** $p < .01$

From Table 4.10, the subjects' post- error recognition test mean score is 24.52 out of 30. This significantly increases from their pre- error recognition test mean score (15.81) with the improvement of 8.71 ($t = -9.869$, $p < .01$).

4.2.1.5 Development of Error Correction Ability

The results of the subjects' pre- and post- error correction tests are illustrated in Table 4.11.

Table 4.11

Pre- and Post- Error Correction Tests

Test	N	Score	Mean	S.D.	Difference (Improvement)	t-value	Sig. (2-tailed)
Pre-test	42	30	10.81	5.89	9.36	-10.335	.00**
Post-test	42	30	20.17	5.03			

** p < .01

As shown in Table 4.11, the subjects' post-error correction test mean score is 20.17 out of 30. This significantly increases from their pre-error correction test mean score (10.81) with the improvement of 9.36 ($t = -10.335$, $p < .01$).

To sum up, the findings from the first and the second sections of the test of writing i.e., the free writing test and the error recognition and correction test, all demonstrate that the subjects' overall writing ability significantly improved after they had gone through journal writing with peer feedback for eight weeks. The improvement was evident in both their writing ability in terms of accuracy as well as error recognition and correction. In terms of fluency, their production of consistently appropriate choice of language structure and vocabulary, though, showed no significant difference after the treatment, the number of words in their writing significantly increased.

4.2.2 Impact of Journal Writing with Peer Feedback on the Subjects' Writing Ability by Proficiency Levels

The impact of journal writing with peer feedback was further analyzed by the subjects' writing proficiency levels; that is, high writing proficiency, middle writing proficiency, and low writing proficiency to help answer the first research question. The results are presented as follows.

4.2.2.1 Writing Ability of the High Writing Proficiency Subjects

The high writing proficiency subjects' mean scores of the pre- and post- tests of writing were compared by using a paired samples t-test to investigate whether there was any significant difference in their writing ability after the treatment. Table 4.12 reports the results.

Table 4.12

The High Writing Proficiency Subjects' Pre- and Post- Tests of Writing

High (N = 13)	Score	Pre-Test		Post-Test		t-value	Sig. (2-tailed)
		Mean	S.D.	Mean	S.D.		
Section I: Free Writing Test							
Accuracy	6	4.62	.47	4.97	.84	-1.964	.07
Fluency	6	4.72	.38	4.74	.53	-.201	.84
No. of words		184.77	51.98	216.62	50.10	-1.841	.09
Section II: Error Test							
Error Recognition	30	21.85	2.88	26.15	1.77	-5.987	.00**
Error Correction	30	17.92	4.17	22.69	3.12	-4.827	.00**
Total	72	49.10	6.83	58.56	5.40	-6.054	.00**

** $p < .01$, * $p < .05$

As Table 4.12 reveals, the high writing proficiency subjects' total post-test mean score is 58.56 out of 72. This is significantly higher than their total pre-test mean score: 49.10 ($p < .01$). Noticeably, a significant difference was found in the error recognition and correction test ($p < .01$), but not in the free writing test.

Table 4.13 illustrates the details of the high writing proficiency subjects' writing ability in the free writing test section, which shows no significant improvement in terms of both accuracy and fluency.

Table 4.13

The High Writing Proficiency Subjects' Pre- and Post- Free Writing Test Score Levels

Analytic Scoring Scale	High Writing Proficiency Subjects (N = 13)			
	Accuracy		Fluency	
	Pre-test	Post-test	Pre-test	Post-test
Level 0	0	0	0	0
Level 1	0	0	0	0
Level 2	0	0	0	0
Level 3	1	1	0	0
Level 4	8	3	6	5
Level 5	4	8	7	8
Level 6	0	1	0	0

In terms of accuracy, Table 4.13 reveals that only one subject's free writing test was scored at level 3 in both pre- and post- tests, which showed no writing improvement. Nonetheless, most of the subjects' writing ability improved in terms of accuracy as there were only 3 subjects whose free writing tests stayed at level 4 in the post-test compared to 8 in the pre-test. A greater number of the subjects' free writing tests were scored at level 5, from 4 in the pre-test to 8 in the post-test. More importantly, one of them even reached the highest score level in the post-test.

Apart from that, there was an improvement in the subjects' writing ability in terms of fluency. That is, the number of the subjects whose free writing tests were scored at level 4 decreases from 6 to 5 while the number of the subjects whose free writing tests were scored at level 5 increases from 7 to 8.

4.2.2.2 Writing Ability of the Middle Writing Proficiency Subjects

The mean scores of the middle writing proficiency subjects' pre- and post- tests of writing were compared by a paired samples t-test to examine if any

significant difference in their writing ability emerged after the treatment as presented in Table 4.14.

Table 4.14

The Middle Writing Proficiency Subjects' Pre- and Post- Tests of Writing

Middle (N = 16)	Score	Pre-Test		Post-Test		t-value	Sig. (2-tailed)
		Mean	S.D.	Mean	S.D.		
Section I: Free Writing Test							
Accuracy	6	4.08	.52	4.38	.51	-2.098	.05*
Fluency	6	4.29	.48	4.40	.41	-.689	.50
No. of words		172.44	52.15	235.50	67.00	-4.631	.00**
Section II: Error Test							
Error Recognition	30	16.06	2.24	24.13	5.02	-6.102	.00**
Error Correction	30	9.38	2.28	19.94	5.82	-7.613	.00**
Total	72	33.81	3.57	52.85	10.93	-7.615	.00**

** p < .01, * p < .05

Table 4.14 reports that the middle writing proficiency subjects' total post-test mean score is 52.85 out of 72, which is significantly higher than their total pre-test mean score, 33.81 ($p < .01$). In the free writing test section, the subjects' writing ability significantly improved in terms of accuracy and the number of words they wrote ($p \leq .05$) and both error recognition and correction tests also significantly increased ($p < .01$).

The following table details more results of the middle writing proficiency subjects' writing ability enhancement in terms of accuracy and fluency.

Table 4.15

The Middle Writing Proficiency Subjects' Pre- and Post- Free Writing Test Score Levels

Analytic Scoring Scale	Middle Writing Proficiency Subjects (N = 16)			
	Accuracy		Fluency	
	Pre-test	Post-test	Pre-test	Post-test
Level 0	0	0	0	0
Level 1	0	0	0	0
Level 2	0	0	0	0
Level 3	5	2	2	0
Level 4	10	9	11	13
Level 5	1	5	3	3
Level 6	0	0	0	0

In terms of accuracy, Table 4.15 indicates that the number of the subjects whose free writing tests were scored at level 3, which was the lowest level of performance, decreases from 5 in the pre-test to 2 in the post-test. Most of the subjects' free writing tests were still scored at level 4 in the post-test. A significant writing ability improvement was found; that is, while only one subject achieved level 5 in the pre-test, 5 of them obtained this score level in the post-test although no middle writing proficiency subjects could manage to reach level 6.

In terms of fluency, an improvement was also found in the post-test; that is, no subjects got a level 3 score in the post-test as there were 2 of them in the pre-test. The number of the subjects whose free writing tests were scored at level 4 increases from 11 to 13 in the post-test though the number of the subjects who could achieve the score level 5 remains the same in the post-test. Like accuracy, no middle writing proficiency subjects could reach the score level 6.

4.2.2.3 Writing Ability of the Low Writing Proficiency Subjects

A paired samples t-test was employed to find out whether there was any significant difference of the low writing proficiency subjects' pre- and post- test of writing mean scores after the treatment. The results are demonstrated in Table 4.16.

Table 4.16

The Low Writing Proficiency Subjects' Pre- and Post- Tests of Writing

Low (N = 13)	Score	Pre-Test		Post-Test		t-value	Sig. (2-tailed)
		Mean	S.D.	Mean	S.D.		
Section I: Free Writing Test							
Accuracy	6	3.26	1.55	4.23	.46	-2.403	.03*
Fluency	6	3.54	1.62	4.21	.52	-1.493	.16
No. of words		153.46	61.63	217.00	49.63	-3.116	.01**
Section II: Error Test							
Error Recognition	30	9.46	2.63	23.38	3.07	-11.444	.00**
Error Correction	30	5.46	2.50	17.92	4.68	-8.035	.00**
Total	72	21.72	4.34	49.74	8.41	-11.081	.00**

** p < .01, * p < .05

The low writing proficiency subjects' total post-test mean score is 49.74 out of 72, which is significantly higher than their total pre-test mean score (21.72) ($p < .01$). A significant improvement was found in their writing ability in terms of accuracy ($p < .05$) and the number of words they wrote in the free writing test section ($p < .01$). In the error recognition and correction test, their mean scores also significantly increased ($p < .01$).

The low writing proficiency subjects' writing development in terms of accuracy and fluency could be further illustrated in Table 4.17.

Table 4.17

The Low Writing Proficiency Subjects' Pre- and Post- Free Writing Test Score Levels

Analytic Scoring Scale	Low Writing Proficiency Subjects (N = 13)			
	Accuracy		Fluency	
	Pre-test	Post-test	Pre-test	Post-test
Level 0	2	0	2	0
Level 1	0	0	0	0
Level 2	0	0	0	0
Level 3	4	1	2	3
Level 4	6	9	7	7
Level 5	1	3	2	3
Level 6	0	0	0	0

According to Table 4.17, the subjects' writing ability improved in terms of accuracy in the post-test. No subjects could get the score level 0 in the post-test as two of them did in the pre-test. The number of the subjects whose free writing tests were scored at level 3 decreases from 4 in the pre-test to 1 in the post-test while the number of the subjects whose free writing tests were scored at level 4 and 5 increases from 6 and 1 in the pre-test to 9 and 3 in the post-test respectively. No low writing proficiency subjects could reach the highest score level.

The subjects' writing ability also improved in terms of fluency in the post-test. No subjects received the score level 0 in the post-test as 2 of them did in the pre-test. The number of the subjects whose free writing tests were scored at level 3 and 5 increases from 2 in the pre-test to 3 in the post-test though most of the subjects got the same score level: level 4 in both pre- and post- tests. Still, no low writing proficiency subjects could reach the highest score level.

In conclusion, to answer the first research question, journal writing with peer feedback can significantly improve the subjects' overall writing ability at all writing proficiency levels. More subjects attained a higher level of free writing improvement. However, only the high writing proficiency subjects' free writing ability did not significantly improve in terms of accuracy in the free writing test. All

of the subjects' writing ability in terms of fluency, the production of consistently appropriate choice of language structure and vocabulary, slightly improved, though not to a significant extent. Nevertheless, the middle and the low writing proficiency subjects could produce significantly longer writing products. Additionally, a significant improvement was found in all the subjects' error recognition and correction abilities.

4.3 Subjects' Attitudes toward Writing in English, Journal Writing, and Peer Feedback

This section of the research findings addresses the second research question. In the study, the subjects' responses to the two sets of attitude questionnaires i.e., the pre- and post- treatment questionnaires, were analyzed for the mean scores. The mean scores of their responses concerning their attitudes toward pre- and post- treatment writing in English, post-treatment journal writing and peer feedback are presented in terms of overall and by proficiency levels as follows.

4.3.1 Subjects' Attitudes toward Writing in English before and after the Use of Journal Writing with Peer Feedback

The pre- and post- treatment questionnaires consisted of 15 items with a five-point Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree). The 42 subjects' responses were analyzed for the mean scores and compared by using a paired samples t-test to find out whether there was any significant difference of their attitudes toward writing in English after the treatment. The results are reported in Table 4.18.

Table 4.18

Subjects' Attitudes toward Writing in English before and after the Use of Journal Writing with Peer Feedback

Statements	Before			After			t-value	Sig. (2-tailed)
	Mean	S.D.	Level	Mean	S.D.	Level		
1. I enjoy writing in English.	3.74	.73	Agree	3.76	.91	Agree	.184	.86
2. I like English writing because it is another way to express my ideas.	3.62	.70	Agree	3.88	.77	Agree	2.213	.03*
3. I think that learning writing in English is important in learning English.	4.07	.78	Agree	4.64	.66	Strongly agree	3.736	.00**
4. The activities I do for learning how to write in English are useful to me.	4.24	.88	Strongly agree	4.40	.83	Strongly agree	1.361	.18
5. The activities in English writing courses are important to enhance my English writing ability.	4.48	.59	Strongly agree	4.38	.70	Strongly agree	-.813	.42
6. I do my English writing assignments carefully.	3.67	.79	Agree	3.74	.80	Agree	.503	.62
7. When I have a problem in writing in English, I will always enthusiastically solve the problem.	3.52	.74	Agree	3.52	.89	Agree	.000	1.00

** p < .01, * p < .05

Statements	Before			After			t-value	Sig. (2-tailed)
	Mean	S.D.	Level	Mean	S.D.	Level		
8. I can do very well in English writing activities.	3.12	.60	Neutral	3.20	.71	Neutral	.771	.45
9. I think I have sufficient English knowledge to be able to write easily.	2.95	.79	Neutral	3.29	.77	Neutral	2.646	.01**
10. Compared to my classmates, I think I do pretty well in English writing.	2.34	.79	Disagree	2.56	.90	Disagree	1.939	.06
11. I am satisfied with my English writing.	2.90	.93	Neutral	3.33	.95	Neutral	2.672	.01**
12. I always look forward to my English writing classes.	3.17	.76	Neutral	3.26	.91	Neutral	.628	.53
13. I would take English writing courses even if they are not compulsory.	3.48	.99	Agree	3.64	1.03	Agree	1.096	.28
14. English writing skill is important to me.	4.31	.72	Strongly agree	4.50	.63	Strongly agree	1.309	.20
15. I think writing in English is important in my future career.	4.64	.58	Strongly agree	4.79	.42	Strongly agree	1.635	.11
Average	3.62	.41	Agree	3.83	.49	Agree	-3.903	.00**

** p < .01

It is worth noting in Table 4.18 that the subjects had positive attitudes toward writing in English both before and after the use of journal writing with peer feedback with an overall significant increase ($p < .01$), particularly in 4 items. That is, their attitudes toward English writing as another way to express their ideas in the target language significantly increased, but still fell into the level of *agree* (item 2, $t = 2.213$, $p < .05$). Moreover, their attitudes toward the importance of learning writing in English significantly increased and fell into the level of *strong agreement* in the post-treatment while it was at the level of *agree* in the pre-treatment (item 3, $t = 3.736$, $p < .01$). Furthermore, their attitudes toward their own ability to write in the target language and their satisfaction toward their own English writing ability also significantly increased although they still remained in the same level of agreement: *neutral* (item 9, $t = 2.646$, $p \leq .01$; item 11, $t = 2.672$, $p \leq .01$).

However, no significant difference was found in 11 items' mean scores analyzed from 42 subjects' responses in the pre- and post- treatment questionnaires. Of these, 9 items' mean scores remain at the same level of agreement. Interestingly, the subjects' attitudes toward their enthusiasm in solving the problems in writing in English remain the same both before and after the use of journal writing with peer feedback (item 7, $t = .000$, $p = 1.00$). The mean scores of their attitudes toward the importance of activities in English writing courses promoting writing ability insignificantly decreased though still fell into the same level of agreement: *strongly agree* both before and after the use of journal writing with peer feedback (item 5, $t = -.813$, $p = .42$).

To analyze the questionnaire responses according to different writing proficiency levels, the 15 attitude items were classified into 3 aspects: interest and enjoyment in writing in English (items 1, 2, 7, 12, 13), value and importance of writing in English (items 3, 4, 5, 14, 15), and self-perceived competence in writing in English (items 6, 8, 9, 10, 11). When all the 15 items in the pre- and post- treatment questionnaires were grouped, the mean scores of the responses of the subjects with all levels of proficiency were analyzed by using one-way ANOVA as well as a paired samples t-test. Table 4.19 reports the results.

Table 4.19

Subjects' Attitudes toward Writing in English before and after the Use of Journal Writing with Peer Feedback by Proficiency Levels

Attitude Aspects	Before								After								High		Middle		Low	
	High		Middle		Low		F	Sig.	High		Middle		Low		F	Sig.	t-value	Sig. (2-tailed)	t-value	Sig. (2-tailed)	t-value	Sig. (2-tailed)
	Mean	S.D.	Mean	S.D.	Mean	S.D.			Mean	S.D.	Mean	S.D.	Mean	S.D.								
Interest and Enjoyment	3.69	.64	3.49	.46	3.34	.59	1.32	.28	3.85	.76	3.59	.61	3.42	.63	1.38	.26	-1.198	.25	-.775	.45	-.959	.36
Value and Importance	4.35	.41	4.46	.43	4.20	.56	1.13	.33	4.55	.48	4.69	.34	4.35	.63	1.69	.20	-1.363	.20	-2.577	.02*	-.764	.46
Self-Perceived Competence	3.18	.48	2.91	.51	2.91	.60	1.02	.37	3.54	.56	3.08	.61	3.15	.61	2.64	.08	-2.407	.03*	-2.030	.06	-1.530	.16
Total	3.74	.43	3.62	.36	3.48	.45	.86	.43	3.98	.53	3.78	.44	3.70	.49	1.55	.23	-2.045	.06	-2.448	.03*	-2.303	.04*

* p < .05

Table 4.19 demonstrates that no significant difference in the subjects' positive attitudes toward writing in English was found across writing proficiency levels both before and after the use of journal writing with peer feedback.

By proficiency levels, only the middle and the low writing proficiency subjects overall had significantly more positive attitudes toward writing in English after the use of journal writing with peer feedback ($p < .05$). Regarding the 3 aspects of attitudes toward writing in English, a significant difference of the attitudes concerning self-perceived competence was found in only the high writing proficiency subjects ($t = -2.407$, $p < .05$). Moreover, there was a significantly more positive attitude toward writing in English concerning its value and importance of the middle writing proficiency subjects ($t = -2.577$, $p < .05$).

In brief, the subjects had overall positive attitudes toward writing in English both before and after the use of journal writing with peer feedback with a significant increase, but no significant difference was found across proficiency levels. However, only the middle and the low writing proficiency subjects overall had significantly more positive attitudes toward writing in English after the use of journal writing with peer feedback.

4.3.2 Subjects' Attitudes toward Journal Writing

The post-treatment questionnaire consisted of 15 items with a five-point Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree) eliciting the subjects' attitudes toward journal writing after the use of journal writing with peer feedback. The responses of 42 subjects were analyzed for the mean scores and presented in Table 4.20.

Table 4.20

Subjects' Attitudes toward Journal Writing

Statements	Mean	S.D.	Level of Agreement
1. I enjoy writing journals.	3.76	.88	Agree
2. I like journal writing because I can decide my own writing topic.	3.76	1.01	Agree
3. I like journal writing because I could share it with my partner.	3.88	.97	Agree
4. Journal writing is useful to me.	4.52	.68	Strongly agree
5. Journal writing makes English writing more meaningful and fun.	3.86	.90	Agree
6. Journal writing promotes my English writing attitude.	4.05	.70	Agree
7. Journal writing enhances my English writing ability.	4.39	.67	Strongly agree
8. I feel more confident to express my ideas in English writing through journal writing.	3.83	.82	Agree
9. Journal writing through peer feedback improves English writing through collaborative learning.	3.95	1.03	Agree
10. I view things in a more in-depth way through journal writing.	3.74	.77	Agree
11. Journal writing should be an activity in all writing courses.	4.02	.98	Agree
12. I will keep on writing journals in the future.	3.95	1.06	Agree
*13. Journal writing is a burden for me.	2.64	1.08	Neutral
*14. Journal writing does not improve my English writing ability.	1.43	.59	Strongly disagree
*15. Practicing journal writing is a waste of time.	1.26	.50	Strongly disagree
Average	3.54	.84	Agree

*Negative items **Negative value is adjusted.

The mean scores of the subjects' responses range from 1.26 to 4.52 with an average mean score of 3.54, falling into the level of *agree*. This could be interpreted that the subjects had positive attitudes toward journal writing after the use of journal writing with peer feedback. Specifically, they *strongly agreed* to the usefulness of journal writing; that is, it enhanced their English writing ability (item 4, $\bar{x} = 4.52$; item 7, $\bar{x} = 4.39$).

Moreover, the subjects also *agreed* with the following statements. That is, they liked and enjoyed writing journals because they could share them with their partners, decide their own topic and view things in a more in-depth way (item 1, $\bar{x} = 3.76$; item 2, $\bar{x} = 3.76$; item 3, $\bar{x} = 3.88$; item 10, $\bar{x} = 3.74$). In addition, they felt more confident to express their ideas in English writing through journal writing (item 8, $\bar{x} = 3.83$). Apart from that, journal writing promoted their positive English writing attitudes as well as made English writing more meaningful and fun (item 6, $\bar{x} = 4.05$; item 5, $\bar{x} = 3.86$). On the whole, journal writing with peer feedback improved their English writing through collaborative learning (item 9, $\bar{x} = 3.95$). Lastly, most subjects thought this activity should be included in all writing courses and the subjects would keep on doing it in the future (item 11, $\bar{x} = 4.02$; item 12, $\bar{x} = 3.95$).

However, the subjects reported the *neutral agreement* whether journal writing was a burden for them (item 13, $\bar{x} = 2.64$). They *strongly disagreed* that journal writing did not improve their English writing ability and this activity was a waste of time (item 14, $\bar{x} = 1.43$; item 15, $\bar{x} = 1.26$), indicating their positive attitudes toward the usefulness of journal writing.

The mean scores of the subjects' responses about their attitudes toward journal writing were analyzed according to their writing proficiency levels by employing one-way ANOVA and presented in Table 4.21. Like the subjects' attitudes toward writing in English, all of the statements concerning their attitudes toward journal writing were categorized into 3 aspects: interest and enjoyment in journal writing (items 1, 2, 3, 12, 13), value and importance of journal writing (items 4, 5, 9, 11, 15), as well as self-perceived competence in journal writing (items 6, 7, 8, 10, 14).

Table 4.21

Subjects' Attitudes toward Journal Writing by Proficiency Levels

Attitude Aspects	High (N = 13)		Middle (N = 16)		Low (N = 13)		F	Sig.
	Mean	S.D.	Mean	S.D.	Mean	S.D.		
Interest and Enjoyment	3.98	.71	3.75	.69	3.49	.80	1.46	.24
Value and Importance	4.26	.54	4.36	.44	4.06	.70	.94	.40
Self-Perceived Competence	4.12	.61	4.28	.41	3.94	.47	1.64	.21
Total	4.12	.55	4.20	.42	3.83	.63	1.69	.20

* $p < .05$.

Table 4.21 indicates no significant difference of the subjects' positive attitudes toward journal writing in all of 3 aspects across different writing proficiency levels.

In sum, all of the subjects had positive attitudes toward journal writing ($\bar{x} = 3.54$) because they realized its values and would continue writing English journal entries in the future. No significant difference of their positive attitudes toward journal writing was found among the three writing proficiency levels.

4.3.3 Subjects' Attitudes toward Peer Feedback

The subjects' attitudes toward peer feedback after the use of journal writing with peer feedback were elicited by the post-treatment questionnaire consisting of 16 items with a five-point Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree). Forty-two subjects' responses were analyzed for the mean scores and displayed in Table 4.22.

Table 4.22

Subjects' Attitudes toward Peer Feedback

Statements	Mean	S.D.	Level of Agreement
1. I enjoy reading my partner's journal entries.	4.26	.94	Strongly agree
2. I enjoy giving feedback on my partner's journal entries.	3.67	.87	Agree
3. I enjoy reading peer feedback on my journal entries.	4.17	.82	Agree
4. It is more fun to write a journal for someone to read than not to be read.	4.02	.98	Agree
5. Peer feedback task is useful in journal writing.	3.88	.95	Agree
6. My partner is able to give me useful feedback on my journal entries.	3.60	1.08	Agree
7. I feel more relaxed to receive peer feedback than teacher feedback in journal writing.	3.60	1.13	Agree
8. I could learn more grammar points from peer feedback.	3.50	.89	Agree
9. I read and understand what my friend corrected and suggested.	4.15	.77	Agree
10. Peer feedback should be used as a strategy in promoting learners' English writing ability in English writing courses.	3.67	.90	Agree
*11. I feel uncomfortable for my partner to read and give feedback on my journal entries.	1.33	.57	Strongly disagree
*12. I find it difficult to give feedback on my partner's journal entries.	2.67	1.18	Neutral
13. I prefer teacher feedback to peer feedback in journal writing.	3.66	1.02	Agree
14. I think that my journal writing could be more improved through teacher feedback.	3.81	.94	Agree
15. I think I could learn more grammar points through teacher feedback in journal writing.	3.86	1.00	Agree
*16. I feel that teacher feedback brings negative attitude toward learning to write in English.	2.17	1.01	Disagree
Average	3.50	.94	Agree

*Negative items **Negative value is adjusted.

The subjects' mean scores of their responses range from 1.33 to 4.26 with an average mean score of 3.50. This indicates a level of *agree*, reflecting positive attitudes toward peer feedback.

More specifically, the subjects reported a *strong agreement* that they enjoyed reading their partners' journal entries (item 1, $\bar{x} = 4.26$). In addition, the subjects *agreed* with the statements as follows. Peer feedback was a useful activity in journal writing since their partners could give useful feedback on their journal entries (item 5, $\bar{x} = 3.88$; item 6, $\bar{x} = 3.60$). They enjoyed both giving feedback on their partners' journal entries and reading peer feedback on their own journal entries (item 2, $\bar{x} = 3.67$; item 3, $\bar{x} = 4.17$). More importantly, it was more fun for them to write their journal entries for their partners to read (item 4, $\bar{x} = 4.02$). In so doing, they could learn more grammar points in English writing after they read and understood what their partners corrected and suggested through peer feedback (item 8, $\bar{x} = 3.50$; item 9, $\bar{x} = 4.15$). Therefore, peer feedback should be used as a strategy in English writing courses to promote the students' writing ability (item 10, $\bar{x} = 3.67$).

In comparison to teacher feedback, although the subjects *agreed* that they felt relaxed to receive peer feedback, teacher feedback was their preference (item 7, $\bar{x} = 3.60$; item 13, $\bar{x} = 3.66$). They realized that their journal writing could improve more and they could learn more grammar points through teacher feedback (item 14, $\bar{x} = 3.81$; item 15, $\bar{x} = 3.86$).

On the other hand, the subjects reported *neutral agreement* whether giving peer feedback on their partners' journal entries was a difficult task for them (item 12, $\bar{x} = 2.67$). However, they *disagreed* that teacher feedback could create negative attitudes toward learning to write in English (item 16, $\bar{x} = 2.17$). All in all, the subjects *strongly disagreed* that they felt uncomfortable about their partners' reading and giving feedback (item 11, $\bar{x} = 1.33$), indicating their positive attitudes toward peer feedback.

The subjects' attitudes toward peer feedback were grouped into 4 aspects: interest and enjoyment in peer feedback (items 1, 2, 3, 4, 7, 11), value and importance of peer feedback (items 5, 8, 10), perceived competence in peer feedback (items 6, 9, 12) as well as preference for teacher feedback (items 13, 14, 15, 16). The

mean scores of their responses were analyzed by proficiency levels by employing one-way ANOVA and presented in Table 4.23.

Table 4.23

Subjects' Attitudes toward Peer Feedback by Proficiency Levels

Attitude Aspects	High (N = 13)		Middle (N = 16)		Low (N = 13)		F	Sig.
	Mean	S.D.	Mean	S.D.	Mean	S.D.		
Interest and Enjoyment	3.91	.53	3.87	.67	3.73	.48	.36	.70
Value and Importance	2.79	.80	2.82	.45	3.10	.50	1.08	.35
Perceived Competence	3.21	1.02	3.11	.60	3.28	.66	.17	.84
Preference for Teacher Feedback	2.81	.72	3.07	.56	2.85	.35	.85	.44
Total	3.35	.29	3.35	.36	3.31	.31	.07	.93

* $p < .05$.

Table 4.23 reveals no significant difference of the subjects' attitudes toward peer feedback in all of the four aspects according to writing proficiency levels.

Overall, all of the subjects had positive attitudes toward peer feedback after the use of journal writing with peer feedback ($\bar{x} = 3.50$). No significant difference was found in their attitudes toward peer feedback across writing proficiency levels. However, they still preferred teacher to peer feedback because they perceived it would improve their English journal writing more and more grammatical points could be learned via teacher feedback.

All in all, the answer to the second research question was that the subjects had positive attitudes toward writing in English, journal writing, and peer feedback.

4.4 Discussion of the Research Findings

This section of the chapter presents the discussion of the research findings under the 2 main headings: the impact of journal writing with peer feedback

on the subjects' writing ability and their attitudes toward writing in English, journal writing, and peer feedback.

4.4.1 Impact of Journal Writing with Peer Feedback on the Subjects' Writing Ability

According to the finding of the study, the use of journal writing with peer feedback in an EFL writing classroom significantly improved the subjects' overall writing ability at all writing proficiency levels. That is, the number of grammatical errors in their writing decreased, showing their writing ability improvement in terms of accuracy. Their writing ability also improved in terms of fluency. Moreover, the organization of ideas, the most important aspect in writing in the subjects' view, as well as the flow of their writing also improved. These results could be due to two main factors.

The first factor was the nature of regular journal writing practice, which contributed to the subjects' writing improvement. One way to improve ones' writing is to ask them to write (Walshe, 1975) and the subjects in the present study were asked to write journals on a weekly basis. Apart from that, an integration of journal writing with peer feedback into this EFL writing class provided 2 more things to help enhance the subjects' writing ability; that is, a relaxing writing atmosphere and models of good writing from their higher writing proficiency partners' journal entries. The subjects could also learn the good writing quality through self-assessment, self-reflection, and critical thinking in journal writing and journal exchange.

This finding is in line with Liao and Wong's (2010) as well as Tuan's (2010) studies. Liao and Wong investigated the effects of dialogue journal writing on L2 students' writing fluency, reflections, anxiety, and motivation. It was found that the L2 students' writing improved in terms of content, organization, and vocabulary via the use of dialogue journal writing. Tuan conducted a study examining the use of journal writing to improve EFL students' writing skill in a Chinese context. It was found that the students' writing significantly improved through the use of journal writing.

The second factor contributing to the improvement of the subjects' writing ability was peer feedback employed in journal writing in the present study. The peer feedback employed consisted of 2 kinds: content and grammatical feedback in both written feedback and oral feedback. The latter serves to reinforce the benefits of the former, particularly, oral feedback in the subjects' native language established a mutual understanding and a collaborative learning atmosphere to promote their writing ability.

The same finding is found in Wakabayashi's (2008) study about the effects of peer feedback on EFL writing of Japanese university students. Wakabayashi's study demonstrated that the quality of the students' writing improved through the use of peer feedback. This is supported by Lee (2010, p. 106), who found that peer feedback helped enhance both the students' writing process and product as well as improve the quality of writing in terms of "communicative effectiveness". Chun-Xian (2007) also agreed that peer feedback is an easy and relaxing way for the students to learn how to write and know their strengths and weaknesses from their peers in order to develop their own writing. This benefit of peer feedback highlights the EFL students' significant role in giving feedback in enhancing their peers' writing ability (Tsui & Ng, 2000). Charoensuk (2011) and Kamimura (2006) indicated that both peer response and peer editing or meaning-based feedback and form-based feedback contribute to students' writing development. Tsui and Ng also emphasized that written peer feedback alone is not sufficient for the L2 students' writing improvement; it should be done together with oral peer feedback to help enhance their writing ability.

Although it was demonstrated in the present study that all the subjects' overall writing ability significantly improved through the use of journal writing with peer feedback, it is worth noting that the degree of improvement varied across writing proficiency levels. Based on the results of their pre- and post- tests, it appeared that the high writing proficiency subjects had the least general writing ability improvement whereas the low writing proficiency subjects had the greatest general writing ability improvement. This might be because the high writing proficiency subjects' writing ability was already high. Thus, only a minimal room of improvement was left. Furthermore, it is also possible that the high writing proficiency subjects did

not receive sufficient feedback concerning their weaknesses and problematic grammatical aspects from their lower writing proficiency partners to help them improve their writing ability. The lower writing proficiency subjects usually seemed to praise their higher writing proficiency partners' writing ability as well as focus on their strengths rather than pay attention to their weaknesses or grammatical errors in their writing. This point appeared in content feedback by some lower writing proficiency subjects on their higher writing proficiency partners' some journal entries as presented.

“Okay, about grammar, I’m not sure at the meaning of some sentences you wrote but it’s alright. Great job!”

“You wrote this essay very good that make me appreciate.”

“You write it very good. You can be a good writer.”

“Your English is good. I think you improve your writing fastly.”

“Your story is very good. You used your grammars carefully.”

“Your English is not only good but also perfect.”

In addition, in the low writing proficiency subjects' feedback on their high writing proficiency partners' journal entries, a lack of critical content is readily apparent. Conversely, the lower writing proficiency subjects' writing ability enormously improved. It could be assumed that there was more room for them to develop since they were in the initial stage of language learning and skill development. Moreover, grammatical feedback given by their higher writing proficiency partners probably contributed to such an improvement.

This finding supports Massi (2001) who stated that journal writing was a recommended activity for the low writing proficiency students to improve their writing ability. The same finding is also reiterated in Li's (2011) study about the

benefit from peer assessment on the students at diverse achievement levels. In Li's study, the finding was that the low proficiency students gained more benefits from peer feedback than the high proficiency students because the low proficiency students were at the beginning level of language and skill development. The high proficiency students, however, reported less satisfaction toward peer assessment because they did not attempt to acquire the benefits of peer feedback they received from their partners. This scenario was further elaborated by Charoensuk (2011, p. 157), who explained that the lower writing proficiency students were "reluctant to give any negative feedback" to their higher writing proficiency students. All in all, it could be inferred that the way to use peer feedback successfully to develop ones' writing relies on both who gives feedback and whose work is being given feedback (Harmer, 2004).

In terms of accuracy, all of the subjects' writing ability significantly improved. Grammatical feedback directly helped improve this aspect. Nevertheless, the improvement was rather minimal. This is most likely due to the time constraint. It probably takes longer than the 8 weeks of journal writing with peer feedback practice employed in this study to enhance the subjects' writing ability to a greater extent, particularly in terms of accuracy.

This finding corresponds with Tuan's (2010) study, which showed that the experimental group who did journal writing improved their writing skill in terms of accuracy. Charoensuk (2011) remarked that peer feedback was a source for the students to improve grammatical features in their writing. Ting and Qian (2010) conducted a study to investigate whether peer feedback improved the students' revisions and their essays in a Chinese EFL writing classroom. It was found that peer feedback promoted the students' writing ability in terms of accuracy.

By proficiency levels, the high writing proficiency subjects' writing ability had the least improvement in terms of accuracy whereas the low writing proficiency subjects' writing ability had the most. This could possibly be interpreted that the high writing proficiency subjects had quite high writing ability in terms of accuracy as illustrated in their pre-test scores. Thus, a narrow gap was left for further improvement. On the other hand, the low writing proficiency subjects had more room to improve their writing ability. Furthermore, they also had the opportunity to be exposed to better, though not the best, language models in the journal entries of their

higher writing proficiency partners. Thus, their problematic grammatical aspects could be resolved through self-reflection in journal exchange where they could read their higher writing proficiency designated partners' journal entries.

Regarding one aspect of fluency, the production of consistently appropriate choice of language structure and vocabulary, all the subjects' writing ability improved, but not significantly after the journal writing with peer feedback experience. Their slight writing improvement in terms of this aspect of fluency could probably be explained in that the subjects were asked to carry journal writing with peer feedback only once a week in a relatively short period, 8 weeks. Thus, it was not sufficient time for them to develop fluency in writing because fluency probably takes more time to develop. As EFL learners, the limited English language exposure and English writing practice are possibly considered as an impediment to their writing ability improvement in fluency. Hence, a wide range of English language exposure as well as a regular and ongoing practice of writing in the target language are required in order to be fluent writers.

In terms of another aspect of fluency, the word count, a significantly higher number of words was found in all the subjects' writing after the treatment. The number of the subjects with the word counts of their writing in the high ranges increased. By proficiency levels, the number of words in the middle and the low writing proficiency subjects' writing significantly increased. The high writing proficiency subjects' word count in their writing, however, increased but insignificantly. This indicates the benefit of journal writing with peer feedback to enhance this aspect of fluency in the subjects' writing ability.

Although the number of words in some groups of the subjects' writing significantly increased, it was found that this was the case for certain journal entries. This was because of some constraints in the nature of journal writing itself as well as some other related factors. For instance, although the subjects had freedom to choose their own topics to write on their journal entries, they might have limited ideas to write about certain topics they chose; for example, *Today*; *I'm Fat*; *I'm Happy when*; *Doing Homework*; and *My Group*. Moreover, it was observed that the subjects could produce longer writing products if the topics required the narrative form of writing, especially the topics about their own experiences; such as, *My Adventure*; *The*

Accident; Me and New Zealand; My Different Life; Picnic Fun; Computer Competition; and Last Summer in Hospital. On the other hand, the subjects produced shorter writing if the topics were limited to the descriptive or explanatory form of writing; for example, their favorites: *My Favorite TV Program; My Favorite Singer; My Favorite Korean Series; My Favorite Food; My Pet; and What do I Worry about.*

The finding about the increased number of words in the students' writing is consistent with Liao and Wong's (2010) as well as Tuan's (2010) studies. Liao and Wong confirmed that the use of dialogue journal writing improved the students' writing ability in terms of fluency since the word counts of the students' first and last dialogue journal entries were significantly different. In Tuan's study, the students' writing improved in terms of fluency because they could produce a greater average number of words per essay after journal writing practice. This affirmed what Blanton (1987, p. 114) noted that "the journal is an effective tool for promoting fluency". However, Ting and Qian (2010) conducted a study exploring the impact of peer feedback on the EFL students' writing revisions and essays in terms of accuracy, fluency, as well as grammatical and vocabulary complexity. They found that peer feedback only slightly improved the students' writing ability in terms of fluency (Ting & Qian). Moreover, it was discovered in Kamimura's (2006) study that the use of peer feedback had no significant effects on the students' writing ability in terms of fluency among both the high and low writing proficiency students even though the students could produce longer writing.

For error recognition and correction abilities, the findings illustrate another positive effect of journal writing with peer feedback. That is, the subjects of the present study were more capable of recognizing and correcting grammatical errors in their partners' writing, which, in turn, helped the journal writers produce less number of their 5 most problematic grammatical aspects in their later pieces of journal entries. This would be discussed later under the records of the subjects' writing ability development according to their journal entries. This was affected by the way they were asked to give grammatical feedback at both recognition and correction levels on their partners' journal entries. Moreover, the subjects sometimes provided language assessment, writing assessment or grammatical assessment through

content feedback on their partners' journal entries. Thus, this possibly helped their partners as well as themselves develop grammatical awareness in writing.

Although all of the subjects' error recognition and correction abilities showed a great amount of improvement from the tests, there were different degrees of improvement across writing proficiency levels. The low writing proficiency subjects improved the most followed by the middle and the high writing proficiency subjects respectively. This finding is in line with their writing ability improvement. It could be interpreted that the low writing proficiency subjects had many problematic grammatical aspects to improve. Additionally, they received a great amount of grammatical feedback from their higher writing proficiency partners, raising their awareness of those grammatical aspects. On the contrary, the high writing proficiency subjects' error recognition and correction abilities were already quite high, so peer feedback could not help improve their error recognition and correction abilities much. Therefore, their error recognition and correction ability improvement at this grammatical level was minimal.

Six samples of the high, middle and low writing proficiency subjects' pre- and post- free writing tests are presented as follows. They were analytically scored in terms of accuracy and fluency according to the 6-point scale (see Appendix G for a description of scores). Also, the records of their 5 most problematic grammatical aspects and the word count of each individual's journal entries are noted. They serve to illustrate and detail their writing ability development.

Student A (High Writing Proficiency Subject):

Pre-Free Writing Test:

(Accuracy: Level 5; Production of Consistently Appropriate Choice of Language Structure and Vocabulary: Level 5; Number of Words: 198 words)

The person I admire is KRU Somsri Tamasansopon. She is a teacher (the tutor one). I have studied with her about 7 courses. She is an English teacher. I admire her so much. She teaches me English and also how to be a good person. The reason why I have studied with her is that since my uncle who taught English to me died last year I had to find new English teacher. And I have known that KRU SOMSRI is a good one. I have learned with her via DVD. The first time that I have studied with her, she has told me about her past. That story is about young Somsri that is not clever but wants to study at Trium Udom school. She wants to study at that school so bad that she reads everyday do whatever it takes that to get into this school. At last, she can get in Trium Udom school. She told that "it's not about your intelligence, it's about your heart". That words have inspired me since then. I also want to study at Trium Udom school. So now I try to read everyday too. Hope that it could be enough to pass the examination.

The paragraph was generally well-written with many complete sentences. Only some grammatical errors: tenses, articles and subject-verb agreement were found but they did not interfere with comprehension. The subject communicated in writing in the target language quite fluently with only minimal lack of consistently appropriate choice of language structure and vocabulary.

In order to find out if her overall writing ability would enhance and her 5 most problematic grammatical aspects discovered in her pre-test – numbers (N), pronouns (PN), passive voice (PV), present simple tense (PS), and past simple tense (PT) – would decrease after the use of journal writing with peer feedback, the subject did journal writing with peer feedback with her lower writing proficiency partner. Table 4.24 shows the results.

Table 4.24

Student A's Record of Eight Journal Entries

Journal Entry No.	Frequency of Errors					Peer Feedback Performance					No. Of Words
	N	PN	PV	PS	PT	N	PN	PV	PS	PT	
1	3	0	0	0	-	1	0	-	1/1	-	130
2	2	0	-	2	-	1/1	0	-	0	2	184
3	2	2	-	4	-	1/2	1/1	0	1	0	184
4	0	2	-	1	-	1/1	2/2	0	5/8	1	156
5	0	0	-	0	0	0	0	-	1/2	0	129
6	0	1	-	0	2	1/1	0	-	0	-	127
7	0	0	-	0	7	0	2/2	-	2/4	-	170
8	0	0	1	0	4	0	0	1	1/6	1	149

* - means this problematic grammatical point was not used in her journal entry.

Table 4.24 shows that two of her five most problematic grammatical aspects found in the pre-test; that is, numbers (N) and pronouns (PN) gradually decreased and were grammatically correctly written in her journal entries No. 7 and No. 8. She could give her partner feedback regarding these grammatical points. Nevertheless, her grammatical problems in the use of present simple tense (PS) and past simple tense (PT) decreased whereas the problematic use of passive voice (PV) still occurred. However, the number of words between the first and the last journal entries increased.

Her performance in the post-free writing test is displayed as follows.

Student A (High Writing Proficiency Subject):

Post-Free Writing Test:

(Accuracy: Level 5; Production of Consistently Appropriate Choice of Language Structure and Vocabulary: Level 5; Number of Words: 262 words)

The person I admire is my uncle. His name is Olan Tantitham. He was the person who taught English to me since I was just a little girl. His personality's kind of strict but in fact he's really kind. There were no reason for him to teach me English, but he just wanted to do. He was graduated from the university of America, of course his English must be very good. I studied with him when I was just a little girl, so sometimes I didn't want to study at all. But he told me that if you want to be sucessful, you must study. Since then I started to study everyday. Unfortunately, last year my father told me that he's sick. He's going to die of cancer. When I heard that I was totally shock, I couldn't move. I was really upset. My father took me to the hospital. I cried a lot. When I saw him lying on the bed. He looked really ill. Then he gave me a book which I could remember cleary, the yellow cover it's the study book. That book means a lot to me, it was the last thing that he gave to me. When he passed away, my grandmother cried a lot. I was really sad. It's too fast. I didn't even tell him that I'm sorry for everything. I just wanted him to stay, to teach, to see me become successful.

However, that's never going to happen. But, I know that he's watching me somewhere from the sky. And I hope I can make hime proud of me.

The subject wrote a better paragraph with more complete and correct sentences to convey the message. A few noticable grammatical errors i.e., tenses, numbers and parts of speech, could be found. The subject had attained some fluency in writing in the target language with a longer paragraph writing and less consistently inappropriate choice of language structure and vocabulary.

Student B (Middle Writing Proficiency Subject):

Pre-Free Writing Test:

(Accuracy: Level 4; Production of Consistently Appropriate Choice of Language Structure and Vocabulary: Level 4; Number of Words: 209 words)

The person I admire is my mother. She is great person that I ever seen. My mother is a dentist, when she was yong she never thinks she can be a dentist. My mother isn't clever but because she isn't lazy, so she get a good job. She so kind and always smile. Her hobby is listening to music. She like KARABAO so much because music's means. She always teach my brother when he has homework until he study at Seangthongvittaya. She is good woman and be great mother in my mind. My mother always work all week and have some holiday in Wednesday. She work so hard and it make me admire her very much. When I was young she will read a tale for me. I love it so much and it make me love reading when I grew up. I love to hug my mother, she will say 'I love you' and I say 'I love you, too.'. Severals years ago when I hug her, her will say 'When you grow up, you will not hug me everydays'. But now, I'm still hug her when I can. I love her, admire her and want to be good woman like her. In my opinion, she is most beautiful woman in the world.

In the paragraph, some sentences lacked verbs. Some grammatical errors: tenses, articles, subject-verb agreement, uncount-/count- nouns, numbers and pronouns together with the word order problem were fairly frequent. Occasional re-reading was necessary for a complete comprehension. Some inappropriate choices of language structure and vocabulary were used which somewhat affected fluency. The subject was quite at ease writing in the target language.

After the pre-test, the subject did journal writing with peer feedback with her lower writing proficiency partner. In so doing, it was expected that her overall writing ability would develop and particularly her 5 most problematic grammatical aspects found in her pre-test – conditionals (C), numbers (N), articles

(A), passive voice (PV), and parts of speech (P) – would decrease. Table 4.25 reveals the results.

Table 4.25

Student B's Record of Eight Journal Entries

Journal Entry No.	Frequency of Errors					Peer Feedback Performance					No. Of Words
	C	N	A	PV	P	C	N	A	PV	P	
1	-	3	0	-	0	-	1/2	2	-	4	138
2	-	0	0	-	0	-	1/1	2	-	1/1	102
3	0	9	0	-	0	-	1	0	-	0	127
4	-	1	1	-	0	-	0	0	-	2	103
5	-	0	4	-	-	-	1/1	-	-	2	106
6	0	1	0	-	0	1	0	0	0	1	102
7	-	0	5	-	4	-	0	1	-	0	228
8	0	2	0	-	1	-	1/1	1/3	-	0	210

* - means this problematic grammatical point was not used in her journal entry.

Table 4.25 indicates that four of her five most problematic grammatical aspects found in the pre-test: conditionals (C), numbers (N), articles (A), and parts of speech (P) gradually decreased along the way doing journal writing with peer feedback. Moreover, she could give her partner feedback about these grammatical aspects. However, the use of passive voice (PV) did not appear in her own journal entries as well as her designated partner's journal entries. Apart from that, the subject's writing also improved in terms of fluency since she could write 210 words in her last journal entry compared to 138 in her first.

Her free writing performance in the post-test is presented as follows.

Student B: (Middle Writing Proficiency Subject):**Post-Free Writing Test:**

(Accuracy: Level 5; Production of Consistently Appropriate Choice of Language Structure and Vocabulary: Level 5; Number of Words: 263 words)

The person I admire is my mother. She is a generous dentist. I'd like to be like her in the future. All of my life until now, I've never found a great person like her. Although my mother is a dentist, she'd love to plant the flowers in her garden most. On holidays, she always teach me to draw or paint some pictures. I love art because of her. I admire her because she always diligent and cope with every problems calmly. When I was just a little girl, my mother always took care of me and always brought me to the public park, we played together. She has never left me alone. I'd love to hug her when I was in the warming hug of her, I didn't want her to go anywhere. My mother also like crafting too. She always be calm because of her hobbies. My motivation to be like her increases everyday. I want to be a generous girl like her, want to calm like her, want to smart like her and want to be a very good mother like her.

My mother used to teach me with my grandfather words that "Don't asking for help till you trying best". She told me to try best every times. Although I had mistaken, she said "just try next times". Her words made me feel like "I'll not give up" and made me trying to be a good person. I've never met a person like my mother before until now! She is the most beautiful woman in my opinion forever, I love my mother too much!!

Generally, the paragraph improved with more complete sentences to express ideas. Although the problems of subject-verb agreement and word order were still noticeable, these did not hinder comprehension. The subject could communicate more fluently with a longer paragraph and only sporadic lack of consistently appropriate choice of language structure and vocabulary.

Student C (Low Writing Proficiency Subject):

Pre-Free Writing Test:

(Accuracy: Level 3; Production of Consistently Appropriate Choice of Language Structure and Vocabulary: Level 3; Number of Words: 175 words)

The person I admire is my mother because she is a woman which very strong how does she strong? The reason is: She gives I was born after I was born she have to take care, teach or something else to me. moreover, she have to do every houseworks and now I've already grown up so I help her to do something in my house, but she've never stopped working because she must go to work everyday in the morning. She've never said "tried" or "worried" but I know she tried and worried because I realise everything that she does is for me, for my future and for my family. nowadays, She still working everything and never forget to take care me so I realise someone I admire should be "my mother" I think everyone maybe think same with me. so we should spend the time to take care her, help her to do something and don't forget to say "Love" to her everyday. I believe everyone will be happy especially my mother who is the person which I admire.

This paragraph contained many run-on sentences and phrases. Many sentences lacked verbs. In terms of accuracy, grammatical errors: tenses, uncount-/count- nouns, and subject-verb agreement were frequently found. The problem of word order was evident. Therefore, an interpretation of the paragraph was sometimes required on the reader's part. In terms of fluency, some language structures and vocabulary use were not only inappropriate but also misused. This revealed that the subject had problems in communicating in writing in the target language.

Then, the subject did journal writing with peer feedback with her higher writing proficiency partner to see if her overall writing ability would improve and particularly whether her 5 most problematic grammatical aspects appearing in her pre-test – passive voice (PV), parts of speech (P), articles (A), relative clause (R), and present simple tense (PS) – would decrease. The results are reported in Table 4.26.

Table 4.26

Student C's Record of Eight Journal Entries

Journal Entry No.	Frequency of Errors					Peer Feedback Performance					No. Of Words
	PV	P	A	R	PS	PV	P	A	R	PS	
1	-	0	2	1	0	1	0	1/1	1/2	1/1	114
2	-	1	0	0	0	0	1	1/2	0	0	134
3	1	1	2	0	1	0	2	1	-	1/3	155
4	-	1	0	0	0	-	0	1	1	1/4	110
5	1	0	0	-	0	0	1	1	0	2/2	111
6	-	1	0	0	3	-	1	4	1	1	121
7	-	0	0	1	0	1	3	1/6	0	3/5	160
8	-	2	1	1	1	-	5	1/3	0	4/9	194

* - means this problematic grammatical point was not used in her journal entry.

Table 4.26 demonstrates that three of her five most problematic grammatical aspects found in the pre-test; that is, articles (A), relative clause (R), and present simple tense (PS) decreased and she was able to give her partner feedback concerning these 3 grammatical aspects during the treatment. The grammatical problem about parts of speech (P), however, increased and she could not give her partner feedback on this grammatical aspect. However, the problematic passive voice (PV) did not appear in her later journal entries. Moreover, the table also indicates that the subject's fluency greatly improved as she could produce 80 more words in her final journal entry compared to her first.

The free writing performance of her post- test is shown as follows.

Student C (Low Writing Proficiency Subject):

Post-Free Writing Test:

(Accuracy: Level 5; Production of Consistently Appropriate Choice of Language Structure and Vocabulary: Level 5, Number of Words: 247 words)

The person I admire is my mother. She is a woman but she isn't usual woman. How to be a mother? First, you must have a patient for take care a baby. After that you must be a good teacher for teach your son or daughter to be a good person; moreover, you must be a woman who hit children when they do something wrong. Now, we've already known how difficult to be a mother. Let you think: If you don't have mom, who will wake you up to go to school, who will teach you if you don't understand and who will take care you when you get ill. Is it your mother? So, my mother is the best woman who we should admire. All of her life she gives it to me. Although sometime we have a problem, she will solve it for us. I think she is the best person who we much take care nicely. Mother's day shouldn't be one day but it should be everyday. Someone doesn't know how important she is, they admire superstars, singers or someone else. But they will be sad if one day their mother isn't there; therefore, we should use all of time to take care our mother, help her to do housework and don't make her cries. Fortunately, nowadays we still have mother and she still takes care children all the time, so I think someone I admire must be my mother and I will admire her everyday, everytime and forever.

After the treatment, the paragraph greatly improved in general with more well-constructed sentences. Although some grammatical errors: parts of speech and subject-verb agreement as well as the problem of word order were still found, in all they did not impede comprehension. In terms of fluency, the subject had more ease of communication in writing in the target language with a longer paragraph and only an occasional lack of consistently appropriate choice of language structure and vocabulary.

4.4.2 Subjects' Attitudes toward Writing in English, Journal Writing, and Peer Feedback

The discussion of the second research question's findings is presented under 3 headings: (1) the subjects' attitudes toward writing in English before and after the use of journal writing with peer feedback, (2) their attitudes toward journal writing, and (3) their attitudes toward peer feedback.

4.4.2.1 Subjects' Attitudes toward Writing in English before and after the Use of Journal Writing with Peer Feedback

The findings revealed that all of the subjects had positive attitudes toward writing in English both before and after the use of journal writing with peer feedback with an overall significant increase. By proficiency levels, only the middle and the low writing proficiency subjects' positive attitudes toward writing in English significantly increased after the use of journal writing with peer feedback. This could be attributed to their positive attitudes toward the use of journal writing with peer feedback, reinforcing a positive attitude toward writing in English. In spite of all the subjects' positive attitudes toward writing in English, English writing skill was reported by all of them as the most difficult skill to master and the last skill they preferred to study.

A significant increase was also found in the subjects' perception of writing as a means of self-expression, the importance of learning to write in English, their own competence in writing in English, as well as their satisfaction toward their own English writing ability. All of these were probably influenced by the regular practice of journal writing with peer feedback, which helped develop their writing ability.

However, the subjects of different writing proficiency levels had no significantly different attitudes toward writing in English both before and after the use of journal writing with peer feedback. This implies that their writing proficiency levels were not related to their attitudes toward writing in English. It could be assumed that as EFL learners who had similar exposure to formal English writing, the

subjects' interest, enjoyment, and valuation of writing in English were only slightly different.

The finding that the high writing proficiency subjects had significantly higher perception of their own competence in writing in English contrasts with the improvement of their own English writing ability. This is probably due to the fact that although the high group perceived the value and importance of the activity, they had already possessed a certain degree of English writing ability. Thus, their writing ability slightly improved after the use of journal writing with peer feedback.

The middle writing proficiency subjects had significantly more positive attitudes toward the value and importance of writing in English. This was probably due to the fact that this group was paired up with both the high and the low groups. In reading their partners' journal entries, they probably realized that writing in English was significant for communicating the writer's ideas to the audience.

4.4.2.2 Subjects' Attitudes toward Journal Writing

All the subjects had positive attitudes toward journal writing and no significant difference was found across different writing proficiency levels. All of them appreciated its values; particularly, they believed that journal writing improved their overall writing ability in a collaborative atmosphere. Furthermore, they also recognized their own ability to do the activity. All of these might be attributed to the nature of journal writing which allowed them to write about any topics they wanted. Moreover, the subjects also reported that they liked to share their journal entries with their friends, making writing in English more meaningful and fun. Through self-reflection in journal writing, the subjects could view things in a more in-depth way as the contents in their journal entries showed their insight into and perceptions of what they wrote. No doubt, they agreed that journal writing could be an activity to promote the students' writing ability in all writing courses and they would keep on doing it in the future.

This finding is in line with Liao and Wong's (2010) as well as Tuan's (2010) studies. Liao and Wong investigated the effects of dialogue journal writing on improving L2 students' writing fluency, reflections, anxiety, and motivation. It was found that the students showed increased intrinsic writing motivation and positive attitudes toward dialogue journal writing; the students perceived its value since the use of dialogue journal writing improved their overall writing ability and fluency. Similarly, Tuan studied enhancement of EFL students' writing skill via journal writing. The finding revealed that the experimental group' intrinsic motivation was driven by journal writing. The students reported that the activity was useful to them and they would keep on doing it.

4.4.2.3 Subjects' Attitudes toward Peer Feedback

All the subjects also had positive attitudes toward peer feedback. They showed great interest and enjoyment in the activity. They acknowledged the merit of peer feedback as another source of language input to improve their writing ability. They suggested that peer feedback could be a strategy used to create a more relaxing collaborative atmosphere and to promote writing ability in English writing courses.

This finding is consistent with Wakabayashi (2008). In Wakabayashi's study, the effects of peer feedback on EFL Japanese university students' writing were investigated. The students reported a positive perception of peer feedback because they perceived its value in improving their writing.

Interestingly, no significant difference was found in the subjects' attitudes toward peer feedback across writing proficiency levels. This could possibly be explained by journal writing with peer feedback being a new activity for all of them in the EFL writing class. Their perception of the activity was, therefore, more or less the same.

This is different from Li's (2011) study, which showed that the students at different proficiency levels had different degrees of positive attitudes toward peer feedback. That is, the low group showed the highest positive attitudes toward peer feedback whereas the high group stated the least positive attitudes. The

low group recognized its value but the high group had less satisfaction toward the feedback they received in terms of both quality and quantity.

It is also worth noting that although all the subjects in the present study indicated positive attitudes toward peer feedback, teacher feedback was preferred if it was one of their choices. This was because they thought that their journal writing would improve more and they could learn more grammar points through teacher feedback. This preference for teacher feedback was probably a result of the subjects being more familiar with the traditional setting where the teacher was perceived as the only source of knowledge in language classrooms.

The same finding is reported in previous studies. For example, the study of Tsui and Ng (2000) was an investigation of an effectiveness of peer comments on the secondary L2 writers in comparison to teacher comments. The finding in their study showed that all the students preferred teacher comments although they remarked on 4 important roles of peer comments in promoting their writing: creating a sense of audience, raising their awareness of their own strengths and weaknesses, stimulating collaborative learning, and enhancing the ownership of text. Alavi and Kaivanpanah (2007) conducted a study into the relationship between feedback expectancy and EFL Iranian learners' achievement in English. The feedback in their study included both teacher and peer feedback. They found that the students preferred teacher feedback rather than peer feedback. In the Thai academic context, the study of Puakprom (2010) concerning the effectiveness of peer assessment on the students' writing proficiency also reiterated the same finding that although the students showed high positive attitudes toward peer assessment, teacher feedback was still their preference. Charoensuk (2011) and Sultana (2009) explained that the traditional setting of teacher-centred language teaching and learning is the major factor impeding Asian students to employ peer feedback to promote their writing ability in the target language. Sultana further indicated that although the students recognize the benefits of peer feedback, this strategy is not considered as a singular one to be employed in the language classrooms. According to Sultana, accepting peer feedback sometimes stems from the lack of teacher feedback.

In conclusion, the major findings of the present study are:

- journal writing with peer feedback significantly improved the subjects' overall writing ability
- only the middle and the low writing proficiency subjects' writing ability significantly improved in terms of accuracy and the number of words produced in their writing significantly increased
- no significant difference was found in writing ability of the subjects at all writing proficiency levels in terms of the production of consistently appropriate choice of language structure and vocabulary
- the subjects had positive attitudes toward writing in English both before and after the use of journal writing with peer feedback, journal writing, and peer feedback
- only the middle and the low writing proficiency subjects' overall attitudes toward writing in English were significantly more positive after the use of journal writing with peer feedback
- no significant difference was found in all the subjects' attitudes toward writing in English, journal writing, and peer feedback across proficiency levels

CHAPTER 5

SUMMARY, IMPLICATIONS AND RECOMMEDATIONS

This chapter presents the summary of the study, denotes pedagogical implications, and suggests some recommendations for further studies.

5.1 Summary of the Study

This quasi-experimental research aimed to investigate the impact of journal writing with peer feedback on EFL students' writing ability as well as to explore their attitudes toward writing in English, journal writing, and peer feedback. The subjects of the study were 42 Mattayomsuksa 3 (Grade 9) students attending Semi-English (SE) Program at Thidanukhro School, Hat-Yai, Songkhla, Thailand. The study took 14 weeks in the first semester of the academic year 2011. Four research instruments were employed: the test of writing, 24 journal entries, practice tests of error recognition and correction, and two sets of attitude questionnaires. Both quantitative and qualitative data analysis was employed to answer the two research questions in the study.

The main findings based on the research questions can be summarized as follows.

Research Question 1:

Can journal writing with peer feedback improve the students' writing ability?

The answers to the first research question are as follows:

According to the analysis of the pre- and post- tests of writing, journal writing with peer feedback significantly improved the students' overall writing ability ($p < .01$), particularly in terms of accuracy ($p \leq .01$). With respect to writing fluency, the number of words produced in their writing significantly increased ($p < .01$)

although no significant difference was found in their production of consistently appropriate choice of language structure and vocabulary.

Regarding the impact of journal writing with peer feedback on the students' writing ability across proficiency levels, it was found that journal writing with peer feedback significantly improved the overall writing ability of all students with different writing proficiency levels ($p < .01$). In terms of accuracy, the middle and the low writing proficiency students' writing ability significantly improved ($p < .05$). Moreover, the number of words in their free writing significantly increased ($p < .01$). The error recognition and correction abilities of all students with different writing proficiency levels also significantly developed through the use of journal writing with peer feedback ($p < .01$). Nevertheless, no significant difference was demonstrated in the writing ability in terms of the production of consistently appropriate choice of language structure and vocabulary of the students with different proficiency levels.

Apart from the quantitative findings from the analysis of the students' pre- and post- tests of writing, the qualitative findings from 24 samples of their journal entries in an eight-week journal writing with peer feedback activity are also included in the study. Journal writing with peer feedback improved the students' writing ability in terms of both accuracy and fluency. Some of each student's five most problematic grammatical aspects decreased through journal writing with peer feedback. Furthermore, the number of words produced between their first and last journal entries increased.

Research Question 2:

What are the students' attitudes toward writing in English, journal writing, and peer feedback?

From the analysis of the attitude questionnaires, it was found that the students had positive attitudes toward writing in English both before and after the treatment with an overall significant increase occurred ($p < .01$). Moreover, their positive attitudes toward journal writing as well as peer feedback also emerged.

Moreover, the students' specific attitudes toward four aspects in writing in English significantly increased after the use of journal writing with peer feedback. The students recognized writing as a means of self-expression. They realized more importance of learning writing in learning English. They also held more positive attitudes toward their own ability to write in the target language. Moreover, their satisfaction with their own English writing ability increased.

The attitudes toward writing in English, journal writing, and peer feedback of the students at different proficiency levels can be summarized below.

The overall attitudes toward writing in English of the high writing proficiency students increased, but insignificantly, after the use of journal writing with peer feedback. However, the middle and the low writing proficiency students' overall attitudes toward writing in English were significantly higher after the treatment. Interestingly, the high writing proficiency students had significantly higher perception of their writing competence in English. Moreover, the attitudes toward the value and importance of writing in English of the middle writing proficiency students also significantly increased. Nevertheless, the attitudes toward writing in English, journal writing, and peer feedback of all students did not significantly differ in all aspects across writing proficiency levels.

5.2 Pedagogical Implications

The positive impact of an integration of journal writing with peer feedback in the present study has pedagogical implications for teaching writing more effectively in EFL writing classes.

1. In the Thai academic context, English is taught as a foreign language. Like other countries in Asia, teaching writing in Thailand is regarded as teaching grammar in the target language (Shih, 1999). The students learn about the language, not how to communicate their ideas in the written form in the target language. Accordingly, writing is considered to be the last language skill to master and the least preferred language skill to study. An implication of journal writing with peer feedback in teaching writing, therefore, is it can improve EFL students' writing ability in a collaborative and interactive atmosphere. Additionally, it also boosts their

positive attitudes toward a collaborative and interactive activity as well as writing in English. This is an effective way to improve the students' writing ability in order to foster their positive attitudes toward writing and vice versa.

2. According to the findings of the present study, the production of consistently appropriate choice of language structure and vocabulary of all students slightly improved through the use of journal writing with peer feedback. This calls for a variety of English language exposure as well as a regular and ongoing practice of writing in the target language in teaching writing in order to enhance the students' writing ability, particularly in terms of this aspect of fluency.

3. Feedback is an important element to help improve the students' writing (Keh, 1990). Teacher feedback is commonly used to respond to the students' journal entries (Lewis, 2002), particularly to dialogue journals (Brodine & Isaacs, 1994). This increases the teacher's workload in addition to lesson preparation, homework, etc. Moreover, there are already loads of writing products for the teacher to read and correct in teaching writing. In order to deal with such problems, the integration of peer feedback in journal writing activity could reduce the number of writing products for the teacher to read and respond to, especially in the large writing classes.

4. The teacher who is used to teacher-directed language teaching method probably realizes how difficult it is to provide a chance for the students to take responsibility for their own learning without an intervention. As Rollinson (2005, p. 26) remarks, "the teacher's role as trainer and supervisor may be rather arduous". In the use of journal writing with peer feedback, the role of the teacher is shifted from a single source of knowledge as well as an assessor to a facilitator who helps the students develop collaborative strategies for language learning and skill development. The teacher's more important role is to carefully and well plan training the students to realize the value of the activity.

All in all, the teacher should bear in mind that journal writing with peer feedback is an ongoing process. It, therefore, takes a great deal of time as well as the students' effort to cultivate such a collaborative and interactive learning activity in the EFL context. Moreover, an intervention of the teacher during journal writing with peer feedback training and practice should be limited to specific problems of

particular pairs of the students or individuals. The students should possess some freedom to develop autonomy in language learning and skill development. The teacher merely suggests some techniques or helps them solve the problems.

5. In a traditional classroom setting, the students' role is perceived as passive learners or what Sultana (2009, p. 17) refers as "sponges": the role of receivers. In a new collaborative and interactive learning atmosphere, the students become active learners who collaboratively and interactively help each other improve their writing ability through journal writing with peer feedback.

Since the students generally vary in terms of their writing proficiency, a problem pertaining to the integration of journal writing with peer feedback in this kind of EFL writing classroom probably emerges. In such case, the students across proficiency levels should be made to realize that the use of journal writing with peer feedback provides a better and new chance for them to learn from each other. Therefore, every role is equally significant in the learning process both for their own learning and skill development as well as their peers'. This, therefore, serves as a springboard for the students to develop as autonomous learners in a truly student-centred language classroom setting. Journal writing with peer feedback requires the students to take responsibility for their own language learning and skill development.

6. As highlighted in Sultana's (2009) study, the concept of learner autonomy and collaborative learning technique stems from Western culture. However, the students in the EFL academic context in Thailand are taught in the traditional setting where teacher-directed method has occupied the main role in pedagogical history for centuries. Hence, the success or failure of the adopted concept and technique in the Thai academic context depends on well-planned training and preparation of both the teachers and the students.

Also, certain cross cultural factors need to be taken into consideration; that is, collectivism and the concept of face. Thai students or Asian students are "collectivists", unlike Western students who are individualists (Charoensuk, 2011, p. 157). Being collectivists, the students do not feel free to give feedback on their partners' journal entries, especially negative feedback that might probably hurt their peers' feelings and threaten their peers' face which in turn could detrimentally influence their friendship. If these cultural factors become a barrier in implementing

journal writing with peer feedback in the classroom, the students' writing ability development will be hampered. In order to tackle this problem, it is suggested that the teacher establish "a safe environment" in the language classroom where such a concept and technique: learner autonomy and collaborative learning are employed (Sultana, 2009, p. 18).

5.3 Recommendations for Further Studies

The present study makes the following important contributions to the field. It is one of the first few, if any, to investigate the impact of journal writing with peer feedback on EFL students' writing ability as well as their attitudes toward writing in English, journal writing, and peer feedback. Regarding the findings and certain limitations of the study, some recommendations for further studies are given to shed light on the following aspects.

1. In order to solve the problem of the students' competence in giving feedback in the target language, especially for the low writing proficiency students', it is suggested that future studies should employ both written and oral peer feedback in the students' native language. The findings could be compared with the present study's in order to see if any differences would be found and in what aspects. As emphasized in Kamimura's (2006) study, the students would have less difficulty and hesitation in giving feedback on their partners' writing in their first language. Moreover, it would promote positive attitude toward such a collaborative learning activity.

2. In the present study, peer feedback employed in journal writing activity is a paired-peer feedback activity. It would be interesting to find out whether a group-peer feedback with mixed proficiency would have the same impact on EFL students' writing ability and their attitudes.

3. Due to 15 problematic grammatical aspects focused in the present study, future studies are recommended to include more grammatical aspects in the target language to see the effects of journal writing with peer feedback.

4. With the observation of the students' writing ability from their journal entries, mechanics was found to be their major writing problem. Hence, it would be interesting to include this aspect in future studies.

5. It would be interesting for future studies to investigate the effects of other types of journal writing, other than personal journal investigated in this study, on the students' writing ability to pedagogically find their roles in language learning and skill development in the writing classrooms.

6. Future studies are encouraged to further explore the impact of journal writing with peer feedback on different genres of writing to see which genre of writing would benefit most from the activity.

7. To confirm the findings of the present study, this study should be replicated with a larger heterogeneous sample size at different levels of education for a longer period of time to see whether journal writing with peer feedback will produce the same findings.

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APPENDICES

APPENDIX A

IDENTICAL PRE- AND POST- TESTS OF WRITING

Section 2: Error Recognition Test

Alloted time: 30 minutes

Instruction: Read the sentences below, identify the underlined part that is grammatically *incorrect* by circling the choice and correct it in the blank.

Correction

1. I would asked Jeff to talk with Dan about that problem if I were you. 1.....
 A B C D
2. Every man and woman except John are invited to the memorial service of Charles. 2.....
 A B C D
3. Regarding what happened with I, it was not his fault because he had done nothing. 3.....
 A B C D
4. Although she doesn't work, Jane has got lots of moneys to buy anything she wants. 4.....
 A B C D
5. Some flower which are as big as bowls could be found in this deserted area. 5.....
 A B C D
6. I could not tell the difference between the soup you made and this soup which 6.....
 A B C
cooked by Angelina.
 D
7. Thomas wants telling his brother that their cousins are coming to see them this 7.
 A B C D
 weekend.
8. Loise would like to be a receptionist, but I think she should getting a better job. 8.....
 A B C D
9. Three things I like to do when I visit my grandparents in the countryside are 9.....
 A B C
 hiking up the mountain, hunting animals, but fishing.
 D
10. I couldn't understand what he was trying to say although he didn't speak very fastly. 10.....
 A B C D
11. I saw a handbag you talked about in Central yesterday. It is beautiful but 11.....
 A B C D
 very expensive.
12. Alice will never forget the place which she and her husband were for their 12.....
 A B C D
 honeymoon.

Correction

13. Joe often go to work late because he has to drive his daughters to school. 13.....
 A B C D
14. Her grandfather dies before she was born, so she didn't know who he was. 14.....
 A B C D
15. Next year, Nick asks Alice to marry him if he has enough money to hold the 15.....
 A B C D
 wedding party.
16. If I hadn't taken this course, I will have never known that it was too difficult 16.....
 A B C D
 for me.
17. One of the world's most popular paintings of Vincent Van Gogh are Starry 17.....
 A B C
Night apart from Sunflowers.
 D
18. Lola did not do it and if she did, I would not blame herself for doing so. 18.....
 A B C D
19. We need to know some informations about the place we are going, so we will 19.....
 A B
 have an idea what we are going to do there.
 C D
20. Mount Everest was crowded with thousand of skiers from different countries 20.....
 A B C
 all over the world during this time of the year.
 D
21. Children less than 7 years old do not allow to feed the animals in the park 21.....
 A B C
by themselves.
 D
22. Jim and I decided learning to ride a horse during our summer vacation. 22.....
 A B C D
23. Jennifer told Dan one of her top secrets and reminded him that he mustn't 23.....
 A B C
to tell anyone about it.
 D

Correction

24. Dorothy is ready to go shopping with her friends, and her mother asks her
 A B C
to look after her little sister at home.
 D 24.....
25. They couldn't buy such an expensive condominium, so they couldn't live in
 A B
the social they want.
 C D 25.....
26. There is a car under the tree in front of the shop. I am not sure whether a car
 A B C
 is Mary's or not.
 D 26.....
27. Only Robert can tell you who could win his heart, but if you ask me, I will tell
 A B C
 you that any women which families are rich.
 D 27.....
28. Ryan is the only one friend who doesn't know where I lives now, so you
 A B C
have to tell him.
 D 28.....
29. While he was listening to music in his bedroom, Sue comes to Harry's house.
 A B C D 29.....
30. Mike stops smoking right now and he is going to quitting alcohol for the
 A B C D
 next step. 30.....

APPENDIX B

PRACTICE TEST OF ERROR RECOGNITION AND CORRECTION I

Practice Test of Error Recognition and Correction I

Instruction: Please read the sentences below, identify the underlined part that is grammatically *incorrect* by circling the choice and correct it in the blank.

- | | Correction |
|---|-------------------|
| 1. Elizabeth <u>would bought</u> a new house <u>if</u> she <u>won</u> the lottery. | 1..... |
| A B C D | |
| 2. Kate <u>said</u> that she <u>would clean</u> the bathroom but it <u>hasn't been clean</u> yet. | 2..... |
| A B C D | |
| 3. There are forty <u>student</u> in my <u>classroom</u> ; thirty of them are <u>girls</u> and only
ten of them are <u>boys</u> . | 3..... |
| A B C | |
| D | |
| 4. My <u>brother</u> likes singing and listening to <u>a music</u> , but I like reading <u>novels</u>
and writing <u>poems</u> . | 4..... |
| A B C | |
| D | |
| 5. <u>A</u> kitten we have brought up since <u>it</u> was born got lost <u>when</u> I went to <u>the</u> market. | 5..... |
| A B C D | |
| 6. Our old furniture <u>left</u> at the old house because the new furniture <u>was bought</u>
for the new house we <u>have just moved in</u> . | 6..... |
| A B C | |
| D | |
| 7. If I <u>had been able to control</u> the plane, <u>there wouldn't have being</u> an accident. | 7..... |
| A B C D | |
| 8. After two <u>months</u> of <u>marriage</u> , they planned to have three <u>trip</u> abroad for
their <u>honeymoon</u> . | 8..... |
| A B C | |
| D | |
| 9. <u>Though</u> you don't like <u>a</u> present Jim gave you on <u>your</u> birthday, you
<u>shouldn't show</u> it. | 9..... |
| A B C | |
| D | |
| 10. I would go and see <u>the movie</u> with you if I didn't have <u>a lot of works</u> to do. | 10..... |
| A B C D | |

Correction

11. I think your left leg might be badly injured because there's a blood on your
 A B C
trousers.
 D 11.....
12. I don't like the idea Jack presented at the meeting but we had to accept it because
 A B C
 our project must be finish today.
 D 12.....
13. Andrew and Cathy usually listen to the radio and watch the television in their free
 A B C D
 time. 13.....
14. You can do lots of activity here, but only one thing I like to do whenever I come
 A B C
 here is diving.
 D 14.....
15. Peter will bought your ancient car if you decide to sell it. 15.....
 A B C D
16. After running away, two thieves who stole a farmer's money were caught by
 A B C
 four policemans.
 D 16.....
17. George wants to ask Betty for a dinner but he doesn't know how to say it. 17.
 A B C D
18. If Thomas and James help you to complete this project, this problem would never
 A B C
happen.
 D 18.....
19. Before he goes to school, her child has two breads and peanut butter and
 A B C
a mini carton of milk every morning.
 D 19.....
20. Only one cup of sugar is use for making this type of cake but only a teaspoon of
 A B
 salt is needed to add some more taste.
 C D 20.....
21. A lot of ancient furnitures in the Victorian era is kept at the national museum. 21.....
 A B C D

Correction

22. He finally decided to do it even if he thought that it was not the right thing before 22.....
 A B
 the mail he was waiting for sent to him.
 C D
23. William and his team play the football at the stadium every evening, so his team 23.....
 A B C
 could win the competition.
 D
24. Call me and I would drive him to the hospital if Sam's temperature increases 24.....
 A B C D
 at night.
25. The children couldn't feed the giraffes that are sixteen foot tall at the zoo. 25.....
 A B C D
26. The biggest tree you see discovered by an African traveler who came across it 26.....
 A B C
 while he was finding the way out of this tropical forest thousands of years ago.
 D
27. If we can't catch the bus on time, I will calling my friend to drive us to the train 27.....
 A B C D
 station.
28. You haven't seen that Adam was frozen when a foreigner asked him where 28.
 A B C
a bus station is in French.
 D
29. Hundreds of salmons are needed to cook for serving all of the guests attending 29.....
 A B C
 the party.
 D
30. A news I told you yesterday is not true because my aunt said that it was just 30.....
 A
a rumor of people who live in the town.
 B C D
31. Ken and Carol told me that they met Susan four days ago while she was looking for 31.....
 A B C
the job.
 D

Correction

32. I know that you would be happier if Jay doesn't come with us but we have no choice. 32.....
 A B C D
33. It needs a lot of moneys to start that campaign, so we have to postpone it until our organization is ready. 33.....
 A B C D
34. Jerry's family don't have to buy several kinds of vegetables at the market because most of them planted behind their house. 34.....
 A B C D
35. My grandchild lost her first tooths when she was six years old. 35.....
 A B C D
36. If there were the cinema around here, we wouldn't drive for 30 kilometers to see it. 36.....
 A B C D
37. You can take a photo with the flock of white sheeps at this farm for free. 37.....
 A B C D
38. It would have been very nice if Jane helped her teacher to carry those books. 38.....
 A B C D
39. Nicole would like to be a singer because she believes that she is born to be a superstar. 39.....
 A B C D
40. I think we'd better go for a walk and have some tea because we have plenty of times before the train arrives. 40.....
 A B C D
41. Diana asked her daughter who was doing her homework to turn off a light in the kitchen because no one was there. 41.....
 A B C D
42. Our company was found to distribute the country's best products to all of the countries in Asia. 42.....
 A B C D
43. You should move the table over there, then there would be enough spaces to move the shelf here. 43.....
 A B C D

Correction

44. If all of the trees were cut down, I couldn't imagine what would happened to our 44.....
 lives.
 A B C D
45. After we had walked for several mile for three days, we finally found the most 45.....
 beautiful wild flower in the forest.
 A B
 C D
46. If his show has had a variety of his talents, this man would have entered the final 46.....
 round of the competition.
 A B C D
47. I have just finished reading a book you lent me last night. It was fun and 47.....
interesting.
 A B C
 D
48. It is not safe to leave our luggages at the hotel, so we should carry it with us to 48.....
everywhere we go.
 A B C
 D
49. She said that her purse wasn't much expensive though it cost more than three 49.....
hundreds dollars.
 A B
 C D
50. Although hundreds of dollars paid to repair this machine, it seemed that made 50.....
 no difference.
 A B C D

APPENDIX C

PRACTICE TEST OF ERROR RECOGNITION AND CORRECTION II

Correction

13. I am going to buy the pink Italian handbag I see on the television last night. 13.....
 A B C D
14. After seeing the scores on the board, I was surprised that only a few has passed 14.....
 A B C D
 the test.
15. Jenny walked her cousin home because she had hers car fixed at the garage near 15.....
 A B C D
 her house.
16. Nobody wants to be his friends because everyone knows that Christ always 16.....
 A B C
telling a lie.
 D
17. He finally decided to following his dream to be a writer instead of doing what his 17.....
 A B C
 parents wanted him to do.
 D
18. Will you came here and drive me to the Blue Mountains next time? 18.....
 A B C D
19. I am afraid that it might been you who have to take this chance to show your 19..
 A B C D
 hidden talent.
20. In order to get better very soon, she should take some medicines but stay in bed 20.....
 A B C D
 for a few days.
21. John left his wallet at the bedroom, so she asked his girlfriend to pay for him. 21.....
 A B C D
22. If you have any questions about this project, here is some documents you can read 22.....
 A B C
to get the idea about it.
 D
23. Thousands of fans visit the place which their superstar was born every day. 23.....
 A B C D
24. Your new dress is beautiful, so it would be more beautiful if it were bright yellow. 24.....
 A B C D
25. While the cats were sleeping, many rats come out to find something to eat in 25.....
 A B C D
 the kitchen.

Correction

26. His grade for the last semester was very low, so his mother wants him study harder than before. 26.....
 A B C D
27. Kate carries her luggage in her hand, so everyone knows that she will going to leave. 27.....
 A B C D
28. We must to do something, so our relationship could remain strong. 28.....
 A B C D
29. Charles's neighbor is very nice. I have heard that he sometimes drive him to school. 29.....
 A B C D
30. Your big brother could lift that heavy box easy, so we should do something else. 30.....
 A B C D

APPENDIX D

AN EXAMPLE PIECE OF COLOR PAPER FOR A JOURNAL ENTRY



APPENDIX E

PRE-TREATMENT ATTITUDE QUESTIONNAIRE

English Version:**Attitude Questionnaire**

This questionnaire is developed to elicit your attitude toward writing in English. Please complete the questionnaire honestly. Your responses will be kept **confidential** and they will **not have any effects on you or your grades**. Thank you for your co-operation.

Instruction:

Please tick (\surd) in the appropriate box/ the column that best represents your response, complete the answer or do as instructed.

This questionnaire consists of 2 parts:

Part I: Demographic information

Part II: Attitude toward writing in English

Part II: Attitude toward writing in English**Levels of agreement:**

- 5 = Strongly Agree
 4 = Agree
 3 = Neutral
 2 = Disagree
 1 = Strongly Disagree

No.	Statements	Level of Agreement				
		5	4	3	2	1
1.	I enjoy writing in English.					
2.	I like English writing because it is another way to express my ideas.					
3.	I think that learning writing in English is important in learning English.					
4.	The activities I do for learning how to write in English are useful to me.					
5.	The activities in English writing courses are important to enhance my English writing ability.					
6.	I do my English writing assignments carefully.					
7.	When I have a problem in writing in English, I will always enthusiastically solve the problem.					
8.	I can do very well in English writing activities.					
9.	I think I have sufficient English knowledge to be able to write easily.					
10.	Compared to my classmates, I think I do pretty well in English writing.					
11.	I am satisfied with my English writing.					
12.	I always look forward to my English writing classes.					
13.	I would take English writing courses even if they are not compulsory.					
14.	English writing skill is important to me.					
15.	I think writing in English is important in my future career.					

Thai Version:**แบบสอบถามทัศนคติ**

แบบสอบถามนี้ได้จัดทำขึ้นเพื่อสอบถามทัศนคติของนักเรียนที่มีต่อการเขียนภาษาอังกฤษ ให้นักเรียนกรอกแบบสอบถามนี้ตามความเป็นจริง ทั้งนี้ คำตอบที่ได้จากแบบสอบถามจะถูกเก็บเป็นความลับ และไม่มีผลกระทบใดๆ ทั้งต่อตัวนักเรียนและต่อผลการเรียนของนักเรียนแต่อย่างใด ขอขอบคุณที่ให้ความร่วมมือ

คำชี้แจง

ให้นักเรียนกรอกข้อความ, ทำตามคำสั่ง หรือทำเครื่องหมาย (✓) ในช่องสี่เหลี่ยม หรือในคอลัมน์ที่ตรงกับคำตอบของนักเรียนมากที่สุด

แบบสอบถามฉบับนี้ประกอบด้วย 2 ส่วน:

ส่วนที่ 1: ข้อมูลพื้นฐานของผู้กรอกแบบสอบถาม

ส่วนที่ 2: ทัศนคติที่มีต่อการเขียนภาษาอังกฤษ

ส่วนที่ 2: ทักษะคิดที่มีต่อการเขียนภาษาอังกฤษ

ระดับความคิดเห็น

- 5 = เห็นด้วยอย่างยิ่ง
 4 = เห็นด้วย
 3 = ไม่แน่ใจ
 2 = ไม่เห็นด้วย
 1 = ไม่เห็นด้วยอย่างยิ่ง

ข้อ	ข้อความ	ระดับความคิดเห็น				
		5	4	3	2	1
1.	ข้าพเจ้าชอบเขียนภาษาอังกฤษ					
2.	ข้าพเจ้าชอบเขียนภาษาอังกฤษเพราะเป็นอีกช่องทางหนึ่งที่ข้าพเจ้าจะสามารถสื่อความคิดของตนเองให้ผู้อื่นได้รับรู้					
3.	ข้าพเจ้าคิดว่า การเรียนการเขียนภาษาอังกฤษเป็นสิ่งสำคัญในการเรียนภาษาอังกฤษ					
4.	กิจกรรมต่างๆที่ข้าพเจ้าทำในการเรียนการเขียนภาษาอังกฤษล้วนแล้วแต่เป็นประโยชน์ต่อข้าพเจ้าทั้งสิ้น					
5.	กิจกรรมต่างๆในการเรียนวิชาการเขียนภาษาอังกฤษเป็นสิ่งสำคัญในการช่วยพัฒนาความสามารถทางการเขียนภาษาอังกฤษของข้าพเจ้า					
6.	ข้าพเจ้ารับผิดชอบงานเกี่ยวกับการเขียนภาษาอังกฤษที่ได้รับมอบหมายเป็นอย่างดี					
7.	เมื่อข้าพเจ้ามีปัญหาเกี่ยวกับการเขียนภาษาอังกฤษ ข้าพเจ้าจะปรึกษาหาทางแก้ไขปัญหานั้นอย่างกระตือรือร้นเสมอ					
8.	ข้าพเจ้าทำกิจกรรมต่างๆที่เกี่ยวกับการเขียนภาษาอังกฤษได้ดี					
9.	ข้าพเจ้าคิดว่าตนเองมีความรู้ภาษาอังกฤษเพียงพอที่จะเขียนภาษาอังกฤษได้โดยง่าย					
10.	ข้าพเจ้าคิดว่าตนเองเขียนภาษาอังกฤษได้ก่อนข้างดีกว่าเพื่อนร่วมชั้นเรียนคนอื่นๆ					
11.	ข้าพเจ้ารู้สึกพึงพอใจในการเขียนภาษาอังกฤษของตนเอง					
12.	ข้าพเจ้ามักจะตั้งหน้าตั้งตารอที่จะเรียนวิชาการเขียนภาษาอังกฤษเสมอ					
13.	ข้าพเจ้าจะเลือกเรียนวิชาการเขียนภาษาอังกฤษแม้ว่าจะไม่จัดอยู่ในรายวิชาบังคับเลือกก็ตาม					
14.	ทักษะการเขียนภาษาอังกฤษเป็นทักษะที่สำคัญต่อข้าพเจ้า					
15.	ข้าพเจ้าคิดว่า การเขียนภาษาอังกฤษเป็นสิ่งสำคัญต่อการทำงานในอนาคตของข้าพเจ้า					

APPENDIX F

POST-TREATMENT ATTITUDE QUESTIONNAIRE

English Version:**Attitude Questionnaire**

This questionnaire is developed to elicit your attitudes toward journal writing activity, peer feedback, and writing in English. Please complete the questionnaire honestly. Your responses will be kept **confidential** and they will **not have any effects on you or your grades**. Thank you for your co-operation.

Instruction:

Please read the statement carefully and tick (✓) in the appropriate column that best represents your response.

Levels of agreement:

- 5 = Strongly Agree
- 4 = Agree
- 3 = Neutral
- 2 = Disagree
- 1 = Strongly Disagree

This questionnaire consists of 3 sections:

- Section I:** Attitude toward writing in English
- Section II:** Attitude toward journal writing
- Section III:** Attitude toward peer feedback

Attitude Questionnaire

Section I: Attitude toward Writing in English

No.	Statements	Level of Agreement				
		5	4	3	2	1
1.	I enjoy writing in English.					
2.	I like English writing because it is another way to express my ideas.					
3.	I think that learning writing in English is important in learning English.					
4.	The activities I do for learning how to write in English are useful to me.					
5.	The activities in English writing courses are important to enhance my English writing ability.					
6.	I do my English writing assignments carefully.					
7.	When I have a problem in writing in English, I will always enthusiastically solve the problem.					
8.	I can do very well in English writing activities.					
9.	I think I have sufficient English knowledge to be able to write easily.					
10.	Compared to my classmates, I think I do pretty well in English writing.					
11.	I am satisfied with my English writing.					
12.	I always look forward to my English writing classes.					
13.	I would take English writing courses even if they are not compulsory.					
14.	English writing skill is important to me.					
15.	I think writing in English is important in my future career.					

Section II: Attitude toward journal writing

No.	Statements	Level of Agreement				
		5	4	3	2	1
1.	I enjoy writing journals.					
2.	I like journal writing because I can decide my own writing topic.					
3.	I like journal writing because I could share it with my partner.					
4.	Journal writing is useful to me.					
5.	Journal writing makes English writing more meaningful and fun.					
6.	Journal writing promotes my English writing attitude.					
7.	Journal writing enhances my English writing ability.					
8.	I feel more confident to express my ideas in English writing through journal writing.					
9.	Journal writing through peer feedback improves English writing through collaborative learning.					
10.	I view things in a more in-depth way through journal writing.					
11.	Journal writing should be an activity in all writing courses.					
12.	I will keep on writing journals in the future.					
13.	Journal writing is a burden for me.					
14.	Journal writing does not improve my English writing ability.					
15.	Practicing journal writing is a waste of time.					

Section III: Attitude toward peer feedback

No.	Statements	Level of Agreement				
		5	4	3	2	1
1.	I enjoy reading my partner's journal entries.					
2.	I enjoy giving feedback on my partner's journal entries.					
3.	I enjoy reading peer feedback on my journal entries.					
4.	It is more fun to write a journal for someone to read than not to be read.					
5.	Peer feedback task is useful in journal writing.					
6.	My partner is able to give me useful feedback on my journal entries.					
7.	I feel more relaxed to receive peer feedback than teacher feedback in journal writing.					
8.	I could learn more grammar points from peer feedback.					
9.	I read and understand what my friend corrected and suggested.					
10.	Peer feedback should be used as a strategy in promoting learners' English writing ability in English writing courses.					
11.	I feel uncomfortable for my partner to read and give feedback on my journal entries.					
12.	I find it difficult to give feedback on my partner's journal entries.					
13.	I prefer teacher feedback to peer feedback in journal writing.					
14.	I think that my journal writing could be more improved through teacher feedback.					
15.	I think I could learn more grammar points through teacher feedback in journal writing.					
16.	I feel that teacher feedback brings negative attitude toward learning to write in English.					

Thai Version:**แบบสอบถามทัศนคติ**

แบบสอบถามนี้ได้จัดทำขึ้นเพื่อสอบถามทัศนคติของนักเรียนที่มีต่อการเขียนบันทึกภาษาอังกฤษ, ผลย้อนกลับจากเพื่อน, และการเขียนภาษาอังกฤษ กรุณากรอกแบบสอบถามนี้ตามความเป็นจริง ทั้งนี้ คำตอบที่ได้จากแบบสอบถามจะถูกเก็บเป็นความลับ และไม่มีผลกระทบใดๆทั้งต่อตัวนักเรียนเองและผลการเรียนของนักเรียนทั้งสิ้น ขอขอบคุณที่ให้ความร่วมมือ

คำชี้แจง

ให้นักเรียนอ่านข้อความแต่ละข้ออย่างรอบคอบแล้วทำเครื่องหมาย (✓) ในคอลัมน์ที่ตรงกับคำตอบของนักเรียนมากที่สุด

ระดับความคิดเห็น

5	=	เห็นด้วยอย่างยิ่ง
4	=	เห็นด้วย
3	=	ไม่แน่ใจ
2	=	ไม่เห็นด้วย
1	=	ไม่เห็นด้วยอย่างยิ่ง

แบบสอบถามฉบับนี้ประกอบด้วย 3 ตอน:

- ตอนที่ 1: ทัศนคติที่มีต่อการเขียนภาษาอังกฤษ
- ตอนที่ 2: ทัศนคติที่มีต่อการเขียนบันทึกภาษาอังกฤษ
- ตอนที่ 3: ทัศนคติที่มีต่อผลย้อนกลับจากเพื่อน

แบบสอบถามทัศนคติ

ตอนที่ 1: ทัศนคติที่มีต่อการเขียนภาษาอังกฤษ

ข้อ	ข้อความ	ระดับความคิดเห็น				
		5	4	3	2	1
1.	ข้าพเจ้าชอบเขียนภาษาอังกฤษ					
2.	ข้าพเจ้าชอบเขียนภาษาอังกฤษเพราะเป็นอีกช่องทางหนึ่งที่ข้าพเจ้าจะสามารถสื่อความคิดของตนเองให้ผู้อื่นได้รับรู้					
3.	ข้าพเจ้าคิดว่าการเรียนรู้การเขียนภาษาอังกฤษเป็นสิ่งสำคัญในการเรียนภาษาอังกฤษ					
4.	กิจกรรมต่างๆที่ข้าพเจ้าทำในการเรียนการเขียนภาษาอังกฤษล้วนแล้วแต่เป็นประโยชน์ต่อข้าพเจ้าทั้งสิ้น					
5.	กิจกรรมต่างๆในการเรียนวิชาการเขียนภาษาอังกฤษเป็นสิ่งสำคัญในการช่วยพัฒนาความสามารถทางการเขียนภาษาอังกฤษของข้าพเจ้า					
6.	ข้าพเจ้ารับผิดชอบงานเกี่ยวกับการเขียนภาษาอังกฤษที่ได้รับมอบหมายเป็นอย่างดี					
7.	เมื่อข้าพเจ้ามีปัญหาเกี่ยวกับการเขียนภาษาอังกฤษ ข้าพเจ้าจะรีบหาหาทางแก้ไขปัญหานั้นอย่างกระตือรือร้นเสมอ					
8.	ข้าพเจ้าทำกิจกรรมต่างๆที่เกี่ยวกับการเขียนภาษาอังกฤษได้ดี					
9.	ข้าพเจ้าคิดว่าตนเองมีความรู้ภาษาอังกฤษเพียงพอที่จะเขียนภาษาอังกฤษได้โดยง่าย					
10.	ข้าพเจ้าคิดว่าตนเองเขียนภาษาอังกฤษได้ค่อนข้างดีกว่าเพื่อนร่วมชั้นเรียนคนอื่นๆ					
11.	ข้าพเจ้ารู้สึกพึงพอใจในการเขียนภาษาอังกฤษของตนเอง					
12.	ข้าพเจ้ามักจะตั้งหน้าตั้งตารอที่จะเรียนวิชาการเขียนภาษาอังกฤษเสมอ					
13.	ข้าพเจ้าจะเลือกเรียนวิชาการเขียนภาษาอังกฤษแม้ว่าจะไม่จัดอยู่ในรายวิชาบังคับเลือกก็ตาม					
14.	ทักษะการเขียนภาษาอังกฤษเป็นทักษะที่สำคัญต่อข้าพเจ้า					
15.	ข้าพเจ้าคิดว่าการเรียนรู้ภาษาอังกฤษเป็นสิ่งสำคัญต่อการทำงานในอนาคตของข้าพเจ้า					

ตอนที่ 2: ทักษะคิดที่มีต่อการเขียนบันทึกภาษาอังกฤษ

ข้อ	ข้อความ	ระดับความคิดเห็น				
		5	4	3	2	1
1.	ข้าพเจ้าชอบเขียนบันทึกภาษาอังกฤษ					
2.	ข้าพเจ้าชอบการเขียนบันทึกภาษาอังกฤษเพราะข้าพเจ้าสามารถเลือกหัวข้อที่จะเขียนได้เองตามใจชอบ					
3.	ข้าพเจ้าชอบการเขียนบันทึกภาษาอังกฤษเพราะจะได้แลกเปลี่ยนกันอ่านบันทึกกับเพื่อน					
4.	การเขียนบันทึกภาษาอังกฤษมีประโยชน์ต่อข้าพเจ้า					
5.	การเขียนบันทึกภาษาอังกฤษทำให้การเขียนภาษาอังกฤษสนุกและมีความหมายชัดเจนมากยิ่งขึ้น					
6.	การเขียนบันทึกภาษาอังกฤษเสริมสร้างทัศนคติในทางการเขียนภาษาอังกฤษของข้าพเจ้า					
7.	การเขียนบันทึกภาษาอังกฤษช่วยพัฒนาความสามารถทางการเขียนภาษาอังกฤษของข้าพเจ้า					
8.	การเขียนบันทึกภาษาอังกฤษช่วยให้ข้าพเจ้ามีความมั่นใจในการถ่ายทอดความคิดของตนเองออกมาในรูปแบบของการเขียนภาษาอังกฤษมากขึ้น					
9.	การเขียนบันทึกภาษาอังกฤษโดยได้รับการประเมินโดยใช้ผลย้อนกลับจากเพื่อนนับเป็นการพัฒนาการเขียนภาษาอังกฤษผ่านทางการเรียนรู้ร่วมกัน					
10.	การเขียนบันทึกภาษาอังกฤษช่วยให้ข้าพเจ้ามีวิสัยทัศน์ในการมองและเข้าใจสิ่งต่างๆ ได้อย่างชัดเจนมากยิ่งขึ้น					
11.	การเขียนบันทึกภาษาอังกฤษควรจัดเป็นกิจกรรมหนึ่งในการเรียนการสอนรายวิชาการเขียนภาษาอังกฤษ					
12.	ข้าพเจ้าจะฝึกเขียนบันทึกภาษาอังกฤษต่อไปในอนาคต					
13.	การเขียนบันทึกภาษาอังกฤษเป็นงานหนักสำหรับข้าพเจ้า					
14.	การเขียนบันทึกภาษาอังกฤษไม่มีส่วนช่วยในการพัฒนาความสามารถทางการเขียนภาษาอังกฤษของข้าพเจ้าเลย					
15.	การฝึกเขียนบันทึกภาษาอังกฤษเป็นกิจกรรมที่เสียเวลาไปโดยเปล่าประโยชน์					

ตอนที่ 3: ทักษะการคิดที่มีต่อผลย้อนกลับจากเพื่อน

ข้อ	ข้อความ	ระดับความคิดเห็น				
		5	4	3	2	1
1.	ข้าพเจ้าชอบอ่านบันทึกภาษาอังกฤษของเพื่อน					
2.	ข้าพเจ้าชอบเขียนผลย้อนกลับในบันทึกภาษาอังกฤษของเพื่อน					
3.	ข้าพเจ้าชอบอ่านผลย้อนกลับที่เพื่อนเขียนไว้ในบันทึกภาษาอังกฤษของข้าพเจ้า					
4.	การเขียนบันทึกภาษาอังกฤษให้เพื่อนอ่านสนุกกว่าการเขียนบันทึกภาษาอังกฤษโดยไม่ให้ใครอ่านเลย					
5.	ผลย้อนกลับจากเพื่อนเป็นประโยชน์ต่อการเขียนบันทึกภาษาอังกฤษ					
6.	เพื่อนของข้าพเจ้าสามารถให้ผลย้อนกลับที่เป็นประโยชน์ในบันทึกภาษาอังกฤษของข้าพเจ้า					
7.	ผลย้อนกลับที่ได้รับจากเพื่อนในการเขียนบันทึกภาษาอังกฤษทำให้ข้าพเจ้ารู้สึกไม่เครียดมากเท่าผลย้อนกลับที่ได้รับจากครู					
8.	ข้าพเจ้าได้เรียนรู้เกี่ยวกับไวยากรณ์ภาษาอังกฤษเพิ่มขึ้นจากการได้รับผลย้อนกลับจากเพื่อน					
9.	ข้าพเจ้าอ่านและทำความเข้าใจในสิ่งที่เพื่อนแก้ไขและแนะนำ					
10.	การให้ผลย้อนกลับจากเพื่อนควรใช้เป็นกลยุทธ์หนึ่งในการพัฒนาความสามารถทางการเขียนภาษาอังกฤษของผู้เรียนในรายวิชาการเขียนภาษาอังกฤษ					
11.	ข้าพเจ้าไม่ชอบที่เพื่อนสามารถอ่านและเขียนผลย้อนกลับลงในบันทึกภาษาอังกฤษของข้าพเจ้าได้					
12.	การเขียนผลย้อนกลับในบันทึกภาษาอังกฤษของเพื่อนเป็นสิ่งที่ยากสำหรับข้าพเจ้า					
13.	ข้าพเจ้าชอบผลย้อนกลับจากครูมากกว่าผลย้อนกลับจากเพื่อนในการเขียนบันทึกภาษาอังกฤษ					
14.	ข้าพเจ้าคิดว่าตนเองสามารถเขียนบันทึกภาษาอังกฤษได้ดีกว่านี้ถ้าได้รับผลย้อนกลับจากครู					
15.	ข้าพเจ้าคิดว่าตนเองสามารถเรียนรู้ไวยากรณ์ภาษาอังกฤษโดยผ่านทาง การให้ผลย้อนกลับในการเขียนบันทึกภาษาอังกฤษของครูมากกว่า					
16.	ข้าพเจ้ารู้สึกว่าการให้ผลย้อนกลับจากครูทำให้ตนเองเกิดทัศนคติต่อการเรียนการเขียนภาษาอังกฤษ					

APPENDIX G

ANALYTIC SCORING SCALE

Analytic Scoring Scale Devised by John Anderson based on an oral ability scale found in Harris (1968) (as cited in Hughes, 1989)

Accuracy:

- __6. Few (if any) noticeable errors of grammar or word order
- __5. Some errors of grammar or word order which do not, however, interfere with comprehension.
- __4. Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.
- __3. Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader's part.
- __2. Errors of grammar or word order very frequent; reader often has to rely on own interpretation.
- __1. Errors of grammar or word order so severe as to make comprehension virtually impossible.

Fluency:

- __6. Choice of structures and vocabulary consistently appropriate; like that of educated native writer.
 - __5. Occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.
 - __4. 'Patchy', with some structures or vocabulary items noticeably inappropriate to general style.
 - __3. Structures or vocabulary items sometimes not only inappropriate but also misused; little sense of ease of communication.
 - __2. Communication often impaired by completely inappropriate or misused structures or vocabulary items.
 - __1. A 'hotch-potch' of half-learned misused structures and vocabulary items rendering communication almost impossible.
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VITAE

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List of Publication and Proceedings

Kulprasit, W., & Chiramanee, T. (2012). Journal writing with peer feedback: An innovative approach to improve EFL students' writing ability. *Proceedings of the 1st ASEAN Plus Three Graduate Research Congress: The First Forum of the Deans of ASEAN Plus Three Graduate Schools*, Thailand: Chiang Mai University.