



**Effectiveness of Using Grammar Logs with Explicit Corrective
Feedback in Improving Written Grammar
of Lower Secondary School Students**

Phatcharaphan Sakanlai

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

2021

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I hereby certify that this work has not already been accepted in substance for any degree, and is not being concurrently submitted in candidature for any degree.

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ชื่อวิทยานิพนธ์	ประสิทธิผลของการใช้บันทึกไวยากรณ์ร่วมกับการให้ข้อมูลย้อนกลับแบบชัดเจนในการพัฒนาความสามารถด้านไวยากรณ์สำหรับการเขียนของนักเรียนระดับชั้นมัธยมศึกษาตอนต้น
ผู้เขียน	นางสาวพัชรพรรณ สาคันลีย์
สาขาวิชา	การสอนภาษาอังกฤษเป็นภาษานานาชาติ
ปีการศึกษา	2564

บทคัดย่อ

วัตถุประสงค์ของการวิจัยคือ การศึกษาประสิทธิผลของการใช้บันทึกไวยากรณ์และการให้ข้อมูลย้อนกลับในการพัฒนาความสามารถด้านไวยากรณ์สำหรับการเขียนของนักเรียนชั้นมัธยมศึกษาปีที่ 3 กลุ่มประชากรคือ นักเรียนชั้นมัธยมศึกษาปีที่ 3 โรงเรียนคลองท่อมราชภัฏรังสรรค์ จังหวัดกระบี่ ใช้วิธีการสุ่มอย่างง่าย นักเรียนจำนวน 30 คน และใช้เครื่องมือหลักในการวิจัยคือ แบบทดสอบวัดทักษะการเขียนแบบสอบถาม แบบบันทึกไวยากรณ์ นอกจากนี้ยังมีงานเขียน และสื่อการสอนซึ่งเป็นอุปกรณ์สนับสนุนเครื่องมือวิจัย ผลการวิจัยพบว่า ความสามารถด้านไวยากรณ์เพื่อการเขียนของนักเรียนก่อนการใช้บันทึกไวยากรณ์มีความแตกต่างอย่างมีนัยสำคัญ หลังจากทีนักเรียนมีการใช้บันทึกไวยากรณ์ และได้รับข้อมูลย้อนกลับ สถิติที่ใช้ในการวิเคราะห์ข้อมูลเชิงปริมาณคือ ค่าร้อยละ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน และค่า T-Test การวิเคราะห์ข้อมูลเชิงคุณภาพ ใช้วิธีการวิเคราะห์เนื้อหาและนำเสนอด้วยการจัดกลุ่ม ผลการศึกษาครั้งนี้แสดงให้เห็นว่าแบบบันทึกไวยากรณ์พร้อมข้อมูลย้อนกลับสามารถพัฒนาทักษะไวยากรณ์สำหรับทักษะการเขียนอย่างมีนัยสำคัญ และนักเรียนยังมีความคิดเห็นในเชิงบวกต่อการใช้แบบบันทึกไวยากรณ์ในการพัฒนาความสามารถไวยากรณ์เพื่อการเขียน อย่างไรก็ตามจากงานวิจัยพบว่า นักเรียนที่มีความสามารถทางด้านภาษาน้อย อาจมีความจำเป็นต้องเพิ่มเวลาในการบันทึกแบบบันทึกไวยากรณ์และทำแบบฝึกทักษะการเขียนให้สำเร็จ

คำสำคัญ: ประสิทธิภาพการใช้บันทึกไวยากรณ์ การให้ข้อมูลย้อนกลับเชิงประจักษ์ ความสามารถในการเขียน
ภาษาที่สอง การสอนด้วยการให้ปฏิบัติภาระงาน ไวยากรณ์สำหรับการเขียน

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Author	Ms.Phatcharaphan Sakanlai
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Abstract

The objectives of this research were to study the effectiveness of the use of grammar logs with explicit corrective feedback of Lower Secondary (Mattayomsuksa 3) students in improving the written grammar for writing and to survey students' perception toward the use of grammar logs. The population was Mattayomsuksa 3 students studying at Khlong Thom Ratrangsan Secondary School, Krabi and 30 students were randomly selected as participants in this study. The main instruments employed in this study were pre-test and post-test, grammar logs, and a questionnaire. Additionally, there were supporting instruments including writing tasks and teaching materials. The quantitative data were analysed using means, standard deviation, frequency, t-test and percentage. The qualitative data were analysed and categorized into themes. The findings showed that the use of grammar logs with explicit corrective written feedback significantly improved students' overall written grammar for writing and the students had a very positive attitude towards the use of grammar logs. The findings suggest that the grammar log with explicit corrective feedback is beneficial for teaching writing; however, low proficiency students may need more time to record grammar logs and finish their writing tasks.

Keywords: effectiveness of grammar log, explicit corrective feedback, L2 writing ability, task-based teaching, written grammar

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คณะศิลปศาสตร์
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เรื่อง ตอบรับการตีพิมพ์บทความวิจัย
เรียน คุณพัชรรณ สาคันลีย์

ตามที่ท่านได้ส่งบทความวิจัย Effectiveness of Using Grammar Logs with Explicit Corrective Feedback in Improving Grammatical Ability for Writing Skill of Grade 9 Students เพื่อตีพิมพ์ในวารสารศิลปศาสตร์ มหาวิทยาลัยสงขลานครินทร์นั้น บัดนี้บทความของท่านได้ผ่านการพิจารณาคุณภาพจากผู้ทรงคุณวุฒิและกองบรรณาธิการวารสารศิลปศาสตร์เรียบร้อยแล้ว โดยมีมติเห็นชอบให้ตีพิมพ์ต้นฉบับบทความในวันที่ 14 กันยายน 2564

ในการนี้ กองบรรณาธิการฯ ขอเรียนให้ท่านทราบว่า บทความดังกล่าวจะได้รับการตีพิมพ์และเผยแพร่ในวารสารศิลปศาสตร์ ปีที่ 13 ฉบับที่ 2 (กรกฎาคม-ธันวาคม 2564) โดยเลขานุการวารสารฯ จะดำเนินการจัดส่งเล่มที่สมบูรณ์ให้ท่านในภายหลัง

จึงเรียนมาเพื่อทราบและหวังเป็นอย่างยิ่งว่า ท่านจะพิจารณาให้วารสารศิลปศาสตร์เป็นแหล่งเผยแพร่ผลงานทางวิชาการของท่านในอนาคตต่อไป

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร.เข็มทอง สีนวงศ์สุวรรณ)

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1. INTRODUCTION

1.1 Background

In the age of globalization, English has played an important role in communication. People all over the world use English as a tool or medium language to communicate or exchange of information. Many countries use English as an official language; some use English as a second language and some using English as a foreign language. As an international language, English is very important and has many interrelationships with different aspects of life such as education, business, administration, and politics.

Since 2015, Thailand has been a member of ASEAN Economic Community (AEC), and English has become a medium language for communication among its member countries. Thus, the need of people who have good English skills is highly required in the workplace, especially the new graduates from either national or international scope. (Kirkpatrick, 2012). Moreover, companies requested that job applicants should have the international proficiency test score such TOEIC, TOEFL, and IELTS with their resume for the application of some positions. However, English skills were reported by Education First (2016), indicating that Thailand was in the rank of 56th out of 72 countries. This may be understood that many Thai students have low English proficiency, which seems to be difficult for their future. Therefore, Thai educators are concerned about the English proficiency of Thai students and how to enable them to use the language in daily life with the majors four skills; listening, speaking, reading and writing to communicate with fluency and accuracy.

Despite the fact that English is used as a foreign language in Thailand for more than a century, and it has played an important role in Thai education (Darasawang, 2007), students still lack the skills in English. Several factors, such as which language skills are taught and how they should be taught, have to be taken into consideration when teaching English. Other factors include where the language will be used, what the learning environment is, how the selection of appropriate contents and materials is conducted, and what the criteria assessment is. These issues have long been of major concerns in the Thai educational system.

Among the four micro skills, writing has been regarded as the most difficult skill (Saville-Troike, 1984). Students are concerned and serious about language errors

including grammatical omission, or wrong grammatical usage, which cause incomprehensibility. Although it is difficult for them to master grammar and improve their writing, it cannot be denied that English writing is one of the tools in global communication, and an essential skill (Mohamed and Zouaoui, 2014). If it is well developed, students will have more confidence in written communication. It is therefore necessary for teachers to help improve their students' writing performance in various situations. Particularly, to be a good writer, teachers should try to find the ways to develop students' grammatical ability and perceptions towards writing improvement.

Perception is one of the factors that affects the student's ability to learn and the success in learning a second language. According to Karahan (2007) and Ghazali (2008), having an accurate perception of and a positive attitude towards L2 learning activities and language in general would help students to make satisfactory progress towards learning the language and attain the targeted level of proficiency more easily.

Interestingly, although the majority of Thai students have studied English for more than ten years, their English proficiency is relatively low when compared to others in neighboring countries (Wiriyachitra, 2001) and they are still making grammatical errors. This may contribute to unsatisfactory O-NET (Ordinary National Education Test) scores of Lower Secondary (Mattayomsuksa 3) students. The O-NET results in 2017, 2018 and 2019 are 28.31, 29.45, and 33.25 respectively, and prove to be challenging for them to move to the next level when written language will be more complex and difficult to understand. Thus, the students need to develop a good writing skill in an early stage.

Grammatical ability is one of the factors that influences and motivates students to write in L2. A good writer needs to have good grammatical competence since the lack thereof may lead to misinterpretation of text meanings. In fact, similar to L2 learners' writing problems examined in other studies (see, e.g., Duskova, 1983), vocabulary, word order, and sentence grammar pose a serious problem to Thai students (Siengsawang, 2006). Even though Thai Students have learned English for more than ten years, they still have problems in writing especially regarding articles, tenses, sentence structure, prepositions and subject-verb agreement (Nonkukhekhong, 2013; Suwangard, 2014; Watcharapunyawong & Usaha, 2013). It is viewed as a major hindrance in achieving good writing (Kaweera & Usaha, 2008; Siengsawang, 2006).

Thai students often have problems with using accurate English grammatical structures in writing, and with the ability to select an appropriate form (Lush, 2002).

There are some frequently used methods to promote students' writing skill to help them become successful and confident in the use of English. One way that the teacher may help students in writing is the use of feedback. Teachers are recommended to give corrective feedback to students. Studies have shown that after students' receiving continual feedback, their writing accuracy was improved in the second, third draft, and the following drafts (Liu, 2008). "Giving feedback in the process of writing is important to improve students' writing quality (Brown, 2001, p. 335)". The importance of giving feedback on students' writing is equal to the importance of doing revisions and/or editing in the writing process. "Feedback is information that is given to the learner with the objective of improving the performance (Ur, 1996, p. 242)". Feedback can be useful for reflecting on and revising students' writing.

Corrective feedback is also one way to develop grammatical ability for writing. Such feedback can be classified into two types: explicit and implicit feedback. Explicit feedback refers to the descriptive explanation of the correct form. While providing the correct form, the teacher clearly indicates that the student has made an error (Lyster & Ranta, 1997). On the other hand, implicit feedback refers to the teacher's rephrasing the student's sentence by changing one or more components without changing the central meaning and giving explanations (Ellis, 2008).

Explicit written corrective feedback seems to be one of the most frequently used techniques to improve written grammar of EFL students (Ebadi, 2014). There are two types of explicit written corrective feedback to promote grammatical ability: explicit corrective feedback and metalinguistic corrective feedback. Explicit correction refers to clearly indicating that the student's utterance was incorrect, and the teacher provides the correct form. However, for metalinguistic feedback, the teacher does not provide the correct form, but poses questions or gives comments or information related to the formation of the student's utterance (Lyster & Ranta, 1997)

It is believed that by requiring students to compose a record of and correct their errors, a grammar log task can help students not only to notice their errors but also to achieve a greater awareness of their own outputs (Hirsche, 2011). Such awareness

would increase both understanding of grammatical concepts and the ability to actually use these structures in the future writing tasks (Schmidt & Frota, 1986).

Hence, because of students' lack of grammatical ability to write in English and based on the researcher's own experience as an English teacher, one way to develop students' proficiency was to use grammar logs with explicit corrective feedback. Thus, this present study aimed to investigate the effectiveness of using the logs with explicit written corrective feedback to develop Thai students' grammatical ability in writing.

After reviewing several grammatical errors based on the O-NET, the six groups of the most frequent grammatical errors were chosen to be the main focus of the study: 1) verb tense, 2) word order, 3) subject-verb agreement, 4) articles, 5) parts of speech and 6) gerunds and infinitive. These were the target aspects to be treated in this study to help students write accurately, meaningfully, and appropriately.

1.2 Purposes of the study

The present study has the following two objectives

1. To investigate the effectiveness of the use of grammar logs with corrective feedback in improving Lower Secondary (Mattayomsuksa 3) students' English written grammar.

2. To investigate students' perception towards the use of grammar logs

1.3 Research questions

The research questions are as follows:

1. Were there any differences before and after participants using a grammar log, and to what extent did the use of grammar log affect their grammatical accuracy scores in writing?

2. How do students perceive the use of grammar log? What attitudes do students have towards the use of grammar logs in improving their writing ability?

1.4 Significance of the study

The study provides a beneficial guideline for English language teachers in the use of grammar logs to improve grammatical ability in writing of Thai secondary school students. The study can also stimulate English teachers' interest in applying the grammar log as homework or assignment to encourage meaningful learning for students and also as a way of giving meaningful feedback. It is hoped that grammar logs will develop students' good perception towards English.

1.5 Scope of the study

This study was conducted with a group of students studying in Lower Secondary Grade (Mattayomsuksa 3) in one school in the South of Thailand. The research took place during the second semester of the academic year 2019.

1.6 Definition of key terms

In this study, important terms used can be defined as follows:

1. **Grammar log** refers to the task involving systematic recording, analysis and correction of errors in student writing.
2. **Grammar errors** refers to the six most frequent groups of grammatical errors found in students' written work, including:
 - (1) verb tense, (2) word ordering, (3) subject-verb agreement, (4) articles, (5) part of speech, and (6) gerunds and infinitive.
3. **Explicit Written Corrective feedback** refers the written feedback with descriptive grammatical explanations provided to help promote students' written grammar.
4. **Written grammar** in this study refers to six grammatical aspects which are verb tense, word ordering, subject-verb agreement, articles, part of speech, as well as gerunds and infinitive.

2. LITERATURE REVIEW

This part presents a review of the literature on task-based teaching, teaching grammar, teaching writing and the role of feedback in developing grammatical ability in writing and also on the benefit of the use of grammar logs. It also reviews studies related to explicit written corrective feedback

2.1 Task-based teaching

Richards and Rogers (2001) stated that "Task- Based Language Teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching". Also, Harmer (2007) claimed that Task-Based Instruction makes the performance of meaningful tasks central to the learning processes. From TBLT perspectives, students may learn more effectively when their minds are focused on the task, rather than on the language they are using. However, the activity must reflect real life and learners focus on meaning. Richard and Rogers (2001) suggest the following benefits of TBLT:

- activities that involve real communication are essential for language learning.
- activities in which language is used for carrying out meaningful tasks promote learning.
- language that is meaningful to the learner supports the learning process.

2.2 Teaching grammar

Grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence. There are three main areas related to teaching grammar: grammar rules, forms, and resources. Grammar rules are made easier if they are given in a context and teaching grammar in context provides accuracy in the target language. Form refers to the structure of a phrase or clause. In a given context, certain forms are required in English to be considered accurate.

In grammar teaching, there are two approaches: deductive and inductive. A deductive approach is derived from the notion that deductive reasoning works from the general to the specific. In this case, rules, principles, concepts, or theories are presented first, and then their applications are treated. In conclusion, when we use deduction, we learn from general to specific principles. On the other hand, an inductive approach comes from inductive reasoning, stating that a reasoning progression proceeds from particulars to generalities (for example, rules, laws, concepts or theories) (Felder & Henriques, 1995). In short, when we use induction, we observe a number of specific instances and infer a general principle or concept

Through grammar teaching, learners learn how language works and are able to understand the nature of language and comprehend L2 utterances (Azar, 2007). Grammatical knowledge is the core of learning and acquiring a language. A lack of the knowledge affects both reading and writing performance. People now agree that grammar is too important to be ignored, and that without a good knowledge of grammar, learners' language development will be severely constrained (Richards & Renandya, 2002). Similar to Ellis (2006), teaching grammar with various techniques can attract learners' attention of acquiring grammatical knowledge. Consequently, teaching grammar will draw learners into a better development.

2.3 Teaching writing

Teaching writing skill is considered a challenging task. Writing is a process of communicating with others in which a writer conveys ideas and thoughts in written

forms to readers. In order to write a piece of work, cognitive and genre theories are common approaches to teaching academic writing to students at upper primary and secondary and in university levels. Cognitive and genre-based approach in teaching academic writing in the L2 context can contribute to learners' writing development and increase writing awareness in the learners

Given that language can be divided into two macro skills; namely, receptive and productive skills, writing skill is the subset of the productive skills, and grammatical ability is the core knowledge to help improve writing skill. Nevertheless, Thai students still have problems with grammatical structure (Lush, 2002). Therefore, teachers need to find the ways to solve this problem. Good writing is necessary for clearly communicating what writers have in mind.

2.4 Explicit written corrective feedback

The purpose of using feedback is to help students develop their writing performance to convey intended meaning when they want to communicate with proper language use. Written corrective feedback, referred to as error or grammar corrections, serves to promote the accuracy of students' writing ability (Truscott, 1996). There are two types of feedback including explicit and implicit written corrective feedback. Bitchener and Storch (2016) defined explicit written corrective feedback as a written response to a linguistic error that has been made in the writing of a text by a second language (L2) learner. Moreover, Ferris (1999) claimed that corrective feedback, an instructional strategy widely used in ESL classrooms, is used to improve students' writing.

There are a number of different ways in which teachers can use to directly give students correct structures. Teachers may cross out an unnecessary word, or they may insert a missing word, phrase or morpheme. The teachers may also add any missing items to students' original texts. Teachers also may write the correct structure above or near the student's mistake.

The aim of explicit feedback is to help students correct their own writing and encourage learners to improve their writing (Bitchener & Ferris, 2012). Ferris and Roberts (2001) suggested that explicit feedback is better than implicit feedback. This kind of feedback is more likely to speed up the learning process when learners have no such knowledge. Moreover, Chandler (2003) affirmed that it helps learners to

understand the correct form immediately. It is especially helpful not only to learners who have limited L2 proficiency but also to those students who have poor writing abilities. Bitchener & Knoch (2010) outlined the advantages of explicit feedback as follows:

(1) it reduces certain types of confusion that students sometimes experience when they do not understand or remember the feedback that has been given (for example, they may not remember the meaning of error codes the teacher uses);

(2) it gives them information that will help them resolve or determine more complex mistakes (for example, the syntactic structure and the idiomatic usage);

(3) it offers more precise feedback on hypotheses that may have been made; and

(4) it is more immediate, but also may be effectively determined by the goals and proficiency levels of the L2 writers.

Therefore, this study focused on explicit written corrective feedback.

2.5 Editing stage of writing process (reflecting and revising)

After the writer has finished the draft version, s/he will check his/her work. The editor or another reader can be a better source that helps the writer improve the writing work. After receiving the feedback, the writer will revise the writing task (Harmer, 2004). In this stage, grammar, writing mechanisms and spelling should be always checked first, before the writing task is printed.

Editing is the stage of the writing process in which a writer or editor strives to improve a draft. The editing process is completed by correcting errors and by making words and sentences clearer, more precise, and more effective. The process of editing usually involves adding, deleting, and rearranging words. It also sometimes involves changing sentence structures. Checking over writing and fixing faults can turn out to be a fun and creative activity. It helps to clarify ideas, create fresh images, and even rethink the way the writer approaches a topic.

2.6 Grammatical error

Brown (2007) explained the difference between the word “errors” and “mistakes.” An error takes place as a result of a lack of knowledge (i.e., it represents a gap in competence). A mistake is a performance phenomenon that reflects processing failures that happen as a result of competing plans, memory limitations, and lack of automaticity.

During Lower Secondary (Mattayomsuksa 3), Thai students are usually preparing for higher education levels by taking a national standard test which is called “The Ordinary National Education Test (O-NET)”. O-NET is the assessment for Primary 6, Lower Secondary (Mattayomsuksa 3), and High Secondary (Mattayomsuksa 6) students to evaluate their learning proficiency at their level. O-NET consists of four subjects: Thai, science, math and English. The English O-NET test has been designed based on the 2008 Basic Education Core Curriculum which covers three important parts which are language use and usage, writing ability, and reading. This test is regarded as a high-stake mandated test because the test results can determine the students’ future (Brown & Abeywickrama, 2010).

Grammar is the part of the national test with which students with low writing ability apparently struggle most. The researcher as English teacher has observed the most frequent grammatical errors made by Thai students in their writing, most of which were the basic grammatical aspects, for example, article, sentence formation, capitalization and subject-verb agreement. The six grammatical aspects were consequently identified based on the use and usage and the writing ability parts in the O-NET (Nonkukhekhong, 2013), and on the researcher’s teaching experience and were chosen to be the focus of this study.

1. Verb tense
2. Word ordering
3. Subject-verb agreement
4. Article
5. Parts of speech
6. Gerunds and infinitives

2.7 Learning logs

Learning logs are a diary that records one's own performance, experiences, information, feelings, plan, and opinion (Holly, 1989). McCrindle and Christensen (1995) suggests that learning logs help develop metacognition through encourage students' awareness of their management of the processes and enhanced self-worth (Covington, 1984)

This can help learners improve learning skills, their attitude, and their life. It can be right or wrong because it is a personal record. The learning log might include what learners did or what the problems were such as

- Did it go badly? Why? What did you learn?
- How can you improve your work next time?

The learning log can be formal or informal. Learners can use a learning log to jot down their mistakes or some new knowledge or any information that they are interested in. The content of a learning log may be poorly structured, but it can be very useful and important to the individual who uses it. The learning log promotes faster learning, and gives the users a way to think about the learning process and helps give structures to the learning process. Learning log can be used to record the courses, and the books which students have read. It is also a useful tool for recording discussions and their topics, internet sites they have used, as well as television programs they may have watched. Therefore, a learning log is a valuable tool which is helpful to teachers and students' learning process.

2.8 Grammar logs

Using a grammar log is a technique based on the meta-cognitive theory. Metacognition is "one's knowledge concerning one's own cognitive processes and products . . . Metacognition refers, among other things, to active monitoring and consequent regulation and orchestration of these processes" (Flavell, 1976, p. 232). It is an awareness of one's own thinking processes and an understanding of the patterns behind them. There are generally two components of metacognition: knowledge about cognition and regulation of cognition. By using grammar logs, students are actively involved in controlling their cognition. They become fully aware of their learning, and they know what and why they have been studying certain topics. The grammar log is a piece of paper where students record their grammatical errors. Corder (1967) states that

errors are indispensable for three beneficiaries: for teachers, researchers and learners. Teachers use them as clues on the progress of the students. For researchers, errors provide evidence as to how language is acquired or learned; and for learners themselves, errors can be regarded as a device the learners use in order to learn.

A log is a direct and simple tool to record students' grammatical errors and the format of the grammar log depends on each instructor. Generally, it includes original sentences or grammatical mistakes, error types, description, revised versions, etc. The grammar log can be used as a tool to engage the students in improving their grammatical ability since the use of grammar logs not only helps students notice their errors but also simulates students to achieve a greater awareness of their own outputs.

2.9 Previous studies

Some of the previous studies related to the development of writing skills through explicit feedback and the use of grammar logs can be summarized as follows.

Some of the previous studies related to the development of writing skills through explicit feedback and the use of grammar logs can be summarized as follows.

Bitchener et al, Young and Cameron (2005) compared three types of feedback and their effectiveness (direct written feedback combined with a teacher-student conference, the use of direct written feedback, and then no feedback at all). The researchers studied how well the students corrected the errors in regard to the use of three grammatical categories, i. e. , prepositions, the past simple tense, and the definite article. After a twelve-week period, learners were asked to produce a piece of writing. Three kinds of errors were analyzed. The results showed there was no difference between the three groups when the overall students' errors were taken into consideration. Also, when considering the students' errors in one of the grammatical categories, the study did not find any significant differences among the groups but the feedback groups showed more improvement of the use of the past tense and the definite article in their writing than the no-feedback group.

Bitchner and Knoch (2008) investigated the use of different types of written corrective feedback (WCF) which were direct corrective feedback with written and oral meta-linguistic explanation; direct corrective feedback with written metalinguistic explanation, and direct corrective feedback only. It was found that written corrective feedback options helped students improve their proficiency in the

use of two types of articles (indefinite ‘a’ and definite ‘the’). This study showed that students who got all three WCF options improved more than those who did not get WCF.

According to Chandler (2003), direct feedback could help students significantly in the use of the correct form. On the contrary, indirect feedback were not able to help students to revise their written text efficiently. Also, the study found that direct feedback encouraged students to improve their accuracy in writing tasks, and that students who received indirect feedback seemed to make more errors.

Van Beuningen et al. (2010) investigated the effect of direct and indirect corrective feedback on 62 Dutch learners. Learners were classified into four major groups and with two experimental treatments: (a) direct corrective feedback (hereafter Direct) and (b) indirect corrective feedback (hereafter Indirect), and two control treatments: practicing writing (hereafter Practice) and (d) revision without feedback (hereafter Self-Correction). The results revealed that all students who had the opportunity to revise their written work made fewer errors in their revisions than in the initial texts. The study concluded that direct error correction seemed to be a more effective treatment for that study’s population. It also resulted in short- and long-term improved accuracy.

Moreover, Van Beuningen et al. (2010) cautiously suggested that direct CF might be more helpful than indirect correction. When direct and indirect CF treatments were compared against each other, a significant difference was not reached, which was at a p-value of .06. However, when each treatment was compared to the two control (no CF) conditions, only the learners receiving direct CF significantly outperformed pupils in the control groups when completing and writing a new text.

Another study conducted by Hirschel (2011), who examines the effectiveness of using grammar logs, indicates that after using grammar logs students were more aware of their grammatical error and the log was helpful in language learning and teaching.

Similarly, Strauss (1998) conducted research about the impact of a daily reading log on the attitude and comprehension of low to high achieving students in sixth grade. In the study, there were forty-eight students in two classes. Twenty-four students used the daily reading log and were compared with the other twenty-four who did not

use daily reading logs for a sixteen-week period. The study showed that the use of a daily reading log is beneficial for average to high readers.

However, there are a limited number of studies on performance of students who used the grammar log with explicit corrective feedback provided by teachers. Furthermore, there are very few studies conducted in Thai context with secondary school EFL students with a low proficiency level. Because of the above mentioned, this study studied how the grammar logs were useful and provided improvement in the written grammar of Lower Secondary students and investigated their perception of the benefits and the obstacles in the use of grammar logs

3. RESEARCH METHODOLOGY

The methodology is presented in four subsections: participants, instruments, data collection, and data analysis.

3.1 Participants

This study used a quasi-experimental method. The population of this study were 250 Lower Secondary (Mattayomsuksa 3) students enrolled in an English course in the second semester of 2019 academic year at Klong Thom Ratrangsan School in Klongthom District, Krabi. Thirty students were purposively selected as the participants. Their English proficiency level was quite similar based on their grades in the English grammar and writing subjects of the first semester. The participants were asked to write three writing tasks one for each week and record the mistakes in the grammar log and revise their mistakes after receiving the explicit feedback. After revising the writing task, student submitted their work to the teacher to check it again. All the participants were Thai native speakers aged between 14 to 16 years old.

3.2 Research instruments

This study employed three major instruments: pre- and post-tests, grammar logs and a questionnaire and two supporting instruments: training materials and writing tasks.

Major instruments

3.2.1 Pre- and post-test (see Appendix A)

To assess students' grammatical ability in writing, the pre- and post test was administered to thirty participants before and after the experiment. The pre- and post-test in this study was constructed by the researcher. The writing test format

was used to measure the students' six aspects of the grammatical ability: verb tense, word order, subject-verb agreement, article, part of speech and gerunds and infinitive. The participants were assigned to write 80-100 words under the same topic, "My friend" in the pre-test and the topic "My best friend" in the post-test. The students did not get teacher feedback for the pre- and post-writing test. The writing test was piloted to Mattayomsuksa 3 students at another school in Krabi in the academic year of 2019 in order to determine the suitability of the selected topic and time allocation and to establish reliability. This group of students had a similar background to the participants of the main study in terms of their proficiency and age. After the reliability test, the test was improved for the main study

3.2.2 Grammar log (see Appendix B)

The grammar log was designed by the researcher. It was a piece of paper for the students to record their grammatical mistakes in consisting of a table with five columns. The first column was the original sentence, the second was the error type, the third was the explanation, fourth was the revised sentence and the last column was for comments by the teacher. Grammar logs are helpful to students in that they can notice their errors, identify, search for the information to understand the errors they have made, observe the frequency errors and prevent making such errors in their future writing.

ORIGINAL SENTENCES	ERROR TYPE	EXPLANATION	REVISED SENTENCES	COMMENTS
She sit there every morning.	subject-verb agreement	Singular subject (she) requires 's' ending to indicate singular subject in present simple tense. (sits).	She sits there every morning.	Correct

3.2.3 Questionnaires (see Appendix C)

The questionnaire was adapted by the researcher based on Srijbos and Sluijsmans (2010) to investigate students' perception towards the use of grammar logs. There were 20 items of questions. It was used to check the students' English perception towards the use of grammar logs and the teacher's feedback. There were two parts of the questionnaire. The first part was to obtain students' general information. The second part contained 15 items about the students' use of grammar logs to correct six aspects of the most frequent grammatical errors based on the O-NET: verb tense (VT), word order (WO), subject-verb agreement (SVA), article (Art), parts of speech (PS) and gerunds and infinitive (GI). This questionnaire was designed by using five-point Likert scale ranging from 5 "Strongly Disagree", 4 "Agree", 3 "Neutral", 2 "Disagree", 1 "Strongly disagree". To assure the content validity of the questionnaire, it was verified by three experts using IOC and then revised as suggested. Then, it was piloted with the same group of the students participating in the pilot of the grammatical ability test.

Supporting instruments

3.2.4 Training materials (see Appendix D)

Training materials included training lesson plans and grammar worksheets. The training lesson plans were used to train students how to use grammar logs and how to write a paragraph. This training took about two periods (two hours). The grammar worksheets were exercises for students to review the six types of most frequent grammatical errors based on the O-NET, including verb tense (VT), word order (WO), subject-verb agreement (SVA), article (Art), part of speech (PS) and gerunds and infinitive (GI). There were two parts: Part 1: Structure and Part 2: Practice in each worksheet. Part 1 consisted of the grammar rules and the explanation for each grammar aspect. Part 2 included exercises for practicing writing in each aspect. This review took about four periods (four hours). Therefore, the training period lasted totally six hours.

3.2.5 Writing task (see Appendix E)

The participants were required to write three writing tasks related to the participants' current learning. Each was about 80-100 words long and on one of the following topics:

No.	Topic
1 st	Myself
2 nd	My school
3 rd	My family

3.3 Data collection

The study took eight weeks from February 2020 until April 2020 as shown in the table 1.

Table 1 Data collection procedure

Week	Procedure
1	Pre-test
2	The teacher taught how to write a paragraph and trained students to use grammar logs.
3-4	Students reviewed and practiced most frequent grammatical errors in the written work (Grammar worksheets and exercises provided)
5	1 st writing task and grammar logs were assigned
6	2 st writing task and grammar logs
7	3 rd writing task and grammar logs
8	Post-test and questionnaire were distributed.

In the first week, the pre-test (writing test) was administered to the participants. For the second week, they were trained to write a paragraph and to use grammar logs for two periods (two hours).

From the third to the fourth week, students reviewed and practiced most frequent grammatical errors in the written work for four periods (four hours). In the fifth to seventh week, the students started to do writing tasks. For each week, one writing task was given to students and they were assigned to write 80-100 words in 50 minutes. The topic was related to their current learning tasks from their textbook. To avoid possible interventions such as help from anyone outside class, students were not allowed to write their work out of the class. When

students finished each writing task, they submitted their task to the teacher who corrected and gave the explicit feedback. Then, the teacher returned the work to students. They recorded their grammatical errors on grammar logs after getting explicit feedback from the teacher.

In the grammar log, students added each error in the table. And they searched for the resources that could help them correct those errors. Possible resources included students' worksheets, English grammar books, dictionaries, and writing guides. Then, the students identified the types of errors, and wrote a correct sentence. Finally, they submitted the grammar log back to the teacher to check it. Then, they were required to revise their own draft and submit the final draft to the teacher. Students had to finish each writing task within a week. The writing task, explicit corrective feedback, grammar log, revision and resubmission were done within a week. The same procedure was used for the second and third writing tasks

Finally, in the last week, which was the eighth week, the post-test and the questionnaire were administered. Then, all the data were collected and later analysed.

3.4 Data analysis

3.4.1 Pre and post – test

To examine the effects of the use of grammar logs on students' use of the six grammatical aspects as well as the frequency of the correct use, the aspects were calculated by means of obligatory occasion analysis (Pica, 1984) using the following formula:

$$\frac{\text{n correct suppliance in context}}{\text{n obligatory context} + \text{n suppliance in non - obligatory contexts}} \times 100$$

To exemplify how to calculate obligatory contexts for subject-verb agreement, the number of correct use and overuse of subject-verb agreement were first examined. If the number of correct uses is 25 and the number of overuses is 15 and the number of chances is 40. Then, these numbers can be substituted in the formula as 25/(40+15). Then the number of the accuracy score for subject-verb agreement is 45.45 percent.

The frequency of the correct use of the six grammatical aspects was coded and counted by two coders who were non-native English teachers. Then to compare the differences between the accuracy scores of the pre - test and post - tests, the data were analyzed using t-test

3.4.2 Questionnaires

The participants' responses to the questionnaire were calculated using percentage.

4. FINDINGS

4.1 Grammatical accuracy of students' writings from pre- and post-tests

The data gathered from the pre- and post-tests revealed that the overall accuracy scores were statistically significant as shown in Table 2.

Table 2 The accuracy scores of the pre- and post-tests

Aspects	Pre-test		Post-test		t	Sig. (2-tailed)
	M	S.D.	M	S.D.		
Art	62.39	33.01	78.55	29.32	-1.99	.056
GI	74.36	34.22	66.24	42.03	.88	.386
PS	46.82	16.68	44.63	21.42	.47	.645
SVA	74.13	20.12	88.81	12.16	-3.05	.005**
VT	71.12	20.03	86.08	13.30	-4.27	.000**
WO	57.89	24.48	63.29	25.73	-1.05	.305
Overall	60.65	10.67	66.48	9.35	-2.51	.018*

* $p < .05$; ** $p < .01$

Table 2 indicates that students' overall scores did reach statistical significance when the pre-test ($M = 60.65$, $SD = 10.67$) and the post-test ($M = 66.48$, $SD = 9.35$) were compared. In terms of each grammatical aspect, the differences in the aspect of subject-verb agreement (SVA) between the pre-test ($M = 74.13$, $SD = 20.12$) and the post-test ($M = 88.81$, $SD = 12.16$) were found to be statistically significant ($t = -3.05$, $p < .01$). Additionally, the aspect of verb tense (VT) showed the differences of the accuracy scores between the pre-test ($M = 71.12$, $SD = 20.03$) and the post-test ($M = 86.08$, $SD = 13.30$) were found to be significantly different ($t = -4.27$, $p < .01$). However, the four aspects of grammar, word order, articles, gerund and infinitive, and parts of speech did not show significant differences.

Additionally, the result showed that the aspects that students improved were articles, subject-verb agreement, verb tense and word order, and the aspects with no improvement were gerund and infinitive and parts of speech

4.2 Students' perception toward the use of grammar logs

The data gathered from the questionnaire revealed the students' perceptions toward the use of grammar logs were grouped into three aspects: grammar logs with corrective feedback, writing, and promoting learning.

When each aspect of the perception towards the use of grammar log was considered, the findings were varied. Table 3 presented students' perception towards the use of grammar logs with corrective feedback.

Table 3 The students' perception towards the use of grammar log with corrective feedback

Aspects	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I feel that explicit written corrective feedback of the teacher via grammar log helped me understand grammatical concepts better.	23.3	53.3	23.3	0.0	0.0
2. I understand six grammatical aspects better.	16.7	50	33.3	0.0	0.0
3. I learn how to correct the grammatical mistakes from my grammar logs.	33.3	40	23.3	3.3	0.0

In terms of the grammar log with corrective feedback, Table 3 indicated that 53.3% of the students agreed that the use of explicit written corrective feedback with grammar logs was helpful for them to understand the grammatical concepts in their writing. With regard to the grammatical mistakes in their grammar log, students

understood six grammatical aspects better (50%) and 40% said that they learned how to correct the grammatical mistakes from their grammar logs.

When considering the grammar log with writing, the students' perception was presented in Table 4 below.

Table 4 The students' perception toward the use of grammar log with writing

Aspects	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Use of grammar log improves my writing skill of English.	13.3	70	16.7	0.0	0.0
2. I think it is a good idea to use grammar log to improve writing skills in English.	23.3	66.7	10	0.0	0.0
3. Dealing with the grammar log was convenient with regard to keeping track of my learning.	13.3	50.0	33.3	3.3	0.0
4. I would use grammar log for my studies in the future.	26.7	50	23.3	0.0	0.0
5. I enjoyed recording grammatical mistakes using grammar log.	6.7	46.7	46.7	0.0	0.0
6. Grammar log encourages me to write more in English.	20	43.3	36.7	0.0	0.0
7. I would like to do more grammar logs.	43.3	43.3	13.3	0.0	0.0
8. I learn to write better in English by using grammar log.	20	40	40	0.0	0.0

Aspects	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
9. I believe that my English writing will improve quickly if I use grammar log.	16.7	40	40	3.3	0.0
10. After using grammar log, I feel confident in writing.	3.3	40	56.7	0.0	0.0

When asked about the writing, the majority of students agreed that they had improved writing skill by using grammar logs (70%). Interestingly, a majority of the students agreed that using of grammar logs would be a good idea to develop their English writing skill (66.7%).

Additionally, a large number of the students agreed that dealing with grammar logs was useful to keeping track of their learning (50%). And they thought that it was a necessary tool for their future to improve writing ability (50%). Moreover, 44.6% of the students enjoyed recording their grammatical mistakes in the grammar logs.

Interestingly, it can be seen that 43.3% of the students strongly agreed that they would like to do more grammar logs and also encouraged them to write more in English. 40 % of the students wrote better by using grammar logs. They also believed that their English would improve quickly if they used grammar logs (40%). However, 56.7% of the respondents expressed their neutral ideas to their confidence of using grammar logs.

In terms of learning, the students' perception towards the use of grammar logs to promote learning was presented below.

Table 5 Students' perception towards the use of grammar logs to promote learning

Aspects	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I feel comfortable recording the grammatical	13.3	50	33.3	3.3	0.0

mistakes using grammar logs.					
2. Grammar logs influence my writing and understanding of grammar.	20.7	50	30	0.0	0.0

In terms of grammar logs to promote learning, students felt comfortable (50%). They believed grammar logs influenced their writing and they understood more grammar (50%).

It is very interesting to learn that all respondents did not show any disagreement toward the use of grammar logs.

4.3 Results from open-ended questions

The data gathered from the open-ended questions were analyzed and categorized into three themes: benefits, obstacles and suggestions.

Table 6 Students' Perspectives on Benefits, Obstacles and Suggestions on the Use of Grammar Logs

No.	Categories	Topics	Statements
1	Benefits	- Increasing grammatical knowledge	"I learned grammar from my own writing tasks."
		- Having more critical thinking	"I think using grammar log helped me think more critically."
2	Obstacles	- Time allocated	"I need more time to work on my grammar log and writing tasks."
		- English proficiency	"Because I'm still not fluent in English, I found it was hard to finish my grammar log and writing tasks"
3	Suggestions	- Time extension for	"I need more time to write and

writing tasks and grammar log	record the grammatical mistakes and grammar log.”
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Shown in Table 6, the results from the open-ended questionnaire revealed that the students viewed the grammar logs as a valuable source for improving their grammatical ability in writing skill. They reported that after experiencing the use of grammar logs, they learned and gained grammatical knowledge, and also developed more critical thinking skills that they could apply to their future writing. Additionally, they commented that they became more cognizant in both sentence and paragraph writing. However, it was found that time allocated and the English proficiency of the students were the obstacles in this study as some students reported that they wanted more time to complete the grammar log.

The data below showed the students' perception on the three aspects: benefits, obstacles and suggestions.

Students' comments on benefits

One student reported that after experimenting the use of grammar log, he learned and gained grammatical knowledge.

“I learned grammar from my own writing tasks.”

Some students revealed that they also developed more critical thoughts when they applied the grammar log to their next writing.

“I think using grammar log helped me think more critically.”

“I would like to do more grammar logs with my writing tasks in another writing course.”

Students' comments on obstacles

Interestingly, students felt that the time given and their English proficiency were seen to be the obstacles of this study.

“I need more time to work on my grammar log and writing tasks.”

“Because I'm still not fluent in English, I found the difficulties to finish my grammar log and writing tasks.”

The questionnaire was launched after the students had a chance to experiment with the use of grammar log and received the corrective feedback. The result of the open-end questions from the questionnaires revealed that students viewed

the grammar log as a valuable source for developing their grammatical ability in writing.

5. CONCLUSION AND DISCUSSION

After analyzing the data and obtaining the results, the researcher arrived at the following conclusions related to each of the research questions: whether there any differences before and after participants using a grammar log, and the use of grammar log affect their grammatical accuracy scores in writing to what extent, and how student students perceive the use of grammar log and what attitude students have towards the use of grammar logs in improving their writing ability.

Research question 1.

Were there any differences before and after participants using a grammar log, and to what extent did the use of grammar log affect their grammatical accuracy scores in writing?

This study focused on the effectiveness of using grammar logs in improving students' written grammar. The students' pre- and post-test scores on writing were analysed to find if there was a statistically significant difference in terms of writing improvement. The results of the descriptive statistics of the participants indicated that that students' overall scores did reach statistical significance when the pre-test and the post-test scores were compared.

Interestingly, there were four aspects of grammar that students improved, which were articles, subject-verb agreement, verb tense and word order. However, the students did not improve in two aspects, which had the least effect, parts of speech and gerunds and infinitive. Even though training on the aspect of part of speech and also gerunds and infinitive were provided, it seemed that the students' ability to use them did not improve. It could be that some words in English belong to more than one part of speech and if the students were not aware of their syntactic distribution, it would be difficult for them to use the correct part of speech. In terms of gerunds and infinitive, the fact that students had difficulties might also be due to their distribution since gerundive nominals and infinitives can not only serve as subject but also as complements and modifiers, and they look similar in form to the -ING participle and the preposition *to*, which might cause confusion in writing. Even though students have learned these grammatical elements for a quite long time, their ability is still considered unsatisfactory. One explanation could be their low proficiency of English. Kamimura (2006) found that even though the overall scores of writing in the post-test of students were improved, some low proficiency

students still could not apply the knowledge they had obtained through the training before starting to write due to their limited English ability.

Research question 2.

How do students perceive the use of grammar log? / What attitude do students have towards the use of grammar logs in improving their writing ability?

The findings of this study revealed that the students had a positive perception of the use of grammar logs in improving the grammatical ability for writing. This finding was in line with the study by Candlin & Mercer (2001), which stated that students' perception towards a language plays an important role in their success in learning the language. Additionally, the perception towards learning influenced student behaviors such as choosing books, speaking and also learning language.

Thus, the students' perception towards English seemed to be one of the factors influencing students' language learning achievement. Most of the students perceived the grammar log as a useful tool to improve writing proficiency and help them to write the writing tasks confidently.

Based on the data obtained from the open-ended questions, there were some interesting points related to the benefits of using the grammar logs, which were a) the students wanted to do more grammar logs, b) the use of grammar logs helped students improve their English writing skills, c) the students thought that it was a good idea to use grammar logs to practice writing skills in English, d) the students felt that explicit written corrective feedback of the teacher together with the grammar logs helped them to understand grammatical concepts better, and e) dealing with the grammar logs was convenient in terms of keeping track of learning.

From the above findings, the grammar log can assist students in both promoting writing habit and increasing the students' capability in writing, especially in six grammatical aspects. This finding supported the previous research by Hirschel (2011) on the quality of grammar logs. From this recent study, it can be concluded that after using grammar logs students became more aware of their grammatical errors. Moreover, the grammar logs are helpful in language learning and teaching.

Despite its benefits, there are some issues related to the use of grammar logs from students' perspectives. The students with low English proficiency found that the grammar logs were one of the factors obstructing their limited improvement. They believed that their

grammatical ability was so poor that they had a hard time to finish their grammar logs and writing tasks.

Even though the students in this study were trained on how to write a paragraph, and how to use grammar logs with the explanations and practice of six grammatical aspects, their proficiency seemed to be a barrier in improving their English written grammar and they did not have enough time to review and practice most frequent grammatical errors in the written works. Low proficiency students might not be able to work on their tasks. Additionally, the students reported that they needed more time to write and record the grammatical mistakes and grammar logs.

Based on the findings, it can be concluded that the use of grammar logs does affect the students' grammatical ability to write. Similarly, Hirschel (2011) indicated that after using grammar logs, students would earn more benefits for improving their English writing skills. They would understand their grammatical errors. Also, using the grammar log was considered as an essential tool which encourages students to become more accurate and fluent in writing. It was suggested that the grammar log should be beneficial to all the English teachers and can be included as part of the writing instruction in the English course at schools. Additionally, the explicit written feedback clearly assists students in organizing their writing and understanding the grammatical aspects. Moreover, it enables the students to move beyond the sentences and understand the grammatical knowledge better. In term of students' perception towards with the language, positive perceptions can encourage their motivation and perception of success in learning English. Thus, language teachers should realize and pay attention to the perception of the students on the process of learning instruction.

6. PEDAGOGICAL IMPLICATIONS

Based on the findings, there are four major implications for teachers and educators as follows.

1. Explicit corrective feedback should be added in the English writing courses to help improve students' written grammar.
2. The grammar logs should be considered as an essential component to encourage students to become active learners in writing tasks.
3. Since low proficiency students had great difficulty in writing on some difficult grammatical aspects, especially in the use of gerund and infinitive and the part of speech, more practices and more time should be provided.
4. Teachers should consider the time allocation and students' proficiency when including a writing task in the lesson.
5. Teachers should focus on and provide special attention to the low proficiency students when teaching and making them feel confident in studying English.

7. LIMITATIONS AND RECOMMENDATIONS FOR FUTURE STUDIES

There were some limitations of this study. Firstly, teaching low proficiency students to write a paragraph needed more time than the researcher had expected.

Secondly, students with low English proficiency had difficulty in writing and finishing their writing tasks and they had a hard time to record their errors in the grammar log. They could not complete their task within the time provided. Therefore, more time should be allowed for low proficiency students.

Thirdly, with the small sample size in this study, generalization of the findings may be problematic. Therefore, the effects of explicit corrective feedback and other grammatical aspects are needed to be further investigated using a larger sample size.

Therefore, the effect of the use of grammar logs with the six grammatical aspects is needed to be further investigated. Moreover, other aspects of grammar should be studied such as word order, or participles. Moreover, article, gerund and infinitive, and part of speech should be further emphasized and studied. In addition, the comparison between the use of grammar logs with explicit corrective feedback and those with implicit feedback should be studied, which might yield interesting results.

Finally, in order to confirm the effectiveness of grammar logs with explicit feedback in improving written grammar, the study can be compared with other groups of students who are in different educational levels and school contexts.

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APPENDICES

Appendix A

Pre- and Post-Test

Appendix B

Grammar Log

GRAMMAR LOG

OBJECTIVES:	This error log is designed to help you improve your grammaticality judgment performance and your syntactic argumentation skills.
INSTRUCTIONS:	Each writing task, you will find a piece of your grammatical mistakes to analyze including verb tense, subject-verb agreement, part of speech, word ordering, article and gerunds and infinitive. Each grammar log entry must contain (1) an ungrammatical sentence with errors being <u>underlined</u>, (2) a type of grammatical error, (3) a description of the grammatical errors with explanation for your description, (4) a correct version of the sentence, and (5) a teacher comment to check your understanding

1st writing task



ORIGINAL SENTENCES	ERROR TYPE	EXPLANATION	REVISED SENTENCE	COMMENT

Appendix C

Questionnaires

Questionnaire

English Version

Questionnaire

This questionnaire aims to investigate students' perception toward the use of grammar log and teacher feedback. The questionnaire consists of two parts: 1) students' general information and 2) students use of grammar log. Please read the instructions carefully and do as instructed. This is not a test so there is no right or wrong answer. We are very grateful if you can provide us your information. Please give your answers sincerely, as only this will guarantee the success of the investigation as well as the whole research. Thank you very much for your help!

Part I: Background Information

Put / in the box according to your information.

Gender: Male Female

Please indicate your level of Average English Grade

Average English Grade:

A B+ B C+ C D+ D E

Please indicate your level of writing ability

Writing Ability:

Excellent Good Average Poor Very
poor

Please ordering your favorite skill from 1-4

Number English language skill from 1-4 (1 = like the most) / 4=like the least).

_____ Reading _____ Writing _____ Listening _____ Speaking

Part II: Below is a list of statements dealing with your behaviors and grammar log used while you are writing. Please indicate how often you perform each statement by ticking in the box provided.

No .	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I enjoyed recording grammatical mistakes using grammar log.					
2	I feel comfortable recording the grammatical mistakes using grammar log.					
3	I would use grammar log for my studies in the future.					
4	I would like to do more grammar log.					
5	Grammar log influence my writing and understanding of grammar.					
6	I feel that explicit written corrective feedbacks of the teacher via grammar log helped me understand grammatical concepts better.					
7	I understand six grammatical aspects better.					
8	After using grammar log, I feel confident in writing.					
9	I think it is a good idea to use grammar log to improve writing skills in English.					

No	Statements	Never	Rarely	Sometimes	Very Often	Almost Always
11	Grammar log encourages me to write more in English.					
12	I learn how to correct the grammatical mistakes from my grammar log.					
13	Dealing with the grammar log was convenient with regard to keeping track of my learning.					
14	Use of grammar log improve my writing skill of English.					
15	I believe that my English wring will improve quickly if I use grammar log.					

16. How did you enjoy using grammar log?

Very much Much Neutral Little Not at all

Because _____

17. In your opinion, what are the benefit of using grammar log?

This is the end of the questionnaire. We really appreciate your effort and time on doing this questionnaire. Shall you have any question, please don't hesitate to ask our group of researchers.

Thank You ☺

Questionnaire

Thai Version

แบบสอบถาม

แบบสอบถามนี้ได้จัดทำขึ้นเพื่อสอบถามการรับรู้ของนักเรียนที่มีต่อการใช้และการตอบกลับงานเขียนแบบตรง แบบสอบถามแบ่งออกเป็น 2 ส่วน 1) ข้อมูลพื้นฐานของนักเรียน และ 2) การใช้ grammar log ของนักเรียน ให้นักเรียนอ่านคำชี้แจงอย่างละเอียดในการตอบแบบสอบถาม การตอบแบบสอบถามนี้ไม่มีผลต่อคะแนนสอบ ไม่มีผิดหรือถูก ดังนั้น จึงขอให้นักเรียนตอบแบบสอบถามตามความจริง ผู้วิจัยยินดีอย่างยิ่งในการให้ความร่วมมือ ขอขอบคุณที่ให้ความร่วมมือ

ตอนที่ 1: ข้อมูลพื้นฐาน

ชนิดเครื่องหมาย / ลงในกล่องสี่เหลี่ยม

เพศ: ชาย หญิง

จงระบุเกรดเฉลี่ยภาษาอังกฤษของตนเองโดยประมาณ

เกรดเฉลี่ยโดยประมาณ:

A B+ B C+ C D+ D E

จงระบุระดับความสามารถทักษะการเขียน

ความสามารถทักษะการเขียน:

ดีเยี่ยม ดี ปานกลาง พอใช้ ปรับปรุง

จงเรียงลำดับทักษะที่ตนเองชอบจาก 1-4

ตัวเลขแสดงถึงทักษะภาษาอังกฤษที่ตนเองชอบจาก 1-4 (1 = ชอบมากที่สุด) / 4=ชอบน้อยที่สุด).

_____ ทักษะการอ่าน _____ ทักษะการเขียน _____ ทักษะการฟัง _____ ทักษะการพูด

ตอนที่ 2:ด้านล่างเป็นข้อความที่สัมพันธ์กับพฤติกรรมกรเขียนภาษาอังกฤษของตนเองในการนำ grammar

log มาใช้ จงระบุความถี่ในการใช้โดยการติ๊กเครื่องหมายถูกในช่องสี่เหลี่ยมที่ให้ไว้

ลำดับที่	ข้อความ	เห็นด้วยอย่างยิ่ง	เห็นด้วย	ปานกลาง	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
1	ข้าพเจ้าสนุกกับการบันทึกข้อผิดพลาดทางไวยากรณ์ในขณะที่มีการใช้ grammar log.					
2	ข้าพเจ้ารู้สึกสบายใจในการบันทึก ข้อผิดพลาดทางไวยากรณ์ในขณะที่มีการใช้ grammar log.					
3	ข้าพเจ้าจะใช้ grammar log ในการเรียนของฉันในอนาคต					
4	ข้าพเจ้าต้องการฝึกการใช้ grammar log ให้มากกว่านี้					
5	Grammar log ช่วยสร้างแรงบันดาลใจให้ข้าพเจ้าในการเขียนและทำให้ฉันเข้าใจไวยากรณ์มากขึ้น					
6	ข้าพเจ้ารู้สึกว่าการตอบกลับงานเขียนแบบตรงของครูโดยการใช้ grammar log ช่วยให้ข้าพเจ้าเข้าใจรูปแบบของไวยากรณ์ได้มากขึ้น					
7	ข้าพเจ้าเข้าใจเนื้อหาไวยากรณ์ได้มากขึ้น					
8	หลังจากได้ใช้ grammar log ข้าพเจ้ารู้สึกมั่นใจในการเขียน					
9	ข้าพเจ้าคิดว่าเป็นความคิดที่ดีในการนำ grammar					

	log มาปรับปรุงทักษะการเขียนภาษาอังกฤษของ ข้าพเจ้า					
10	ข้าพเจ้าเรียนรู้ถึงวิธีการเขียนภาษาอังกฤษได้ดีขึ้น เพราะข้าพเจ้าใช้ grammar log.					
11	Grammar log ช่วยสร้างกำลังใจที่ดีให้กับข้าพเจ้า ในการเขียนภาษาอังกฤษ					
12	ข้าพเจ้าเห็นจุดที่ผิดในข้อผิดพลาดทางไวยากรณ์ จากการใช้ grammar log.					
13	grammar log สามารถช่วยให้ข้าพเจ้าต่อยอดองค์ ความรู้อื่นๆในชั้นที่สูงขึ้นได้					
14	การใช้ grammar log สามารถพัฒนาทักษะการ เขียนภาษาอังกฤษของข้าพเจ้าได้					
15	ข้าพเจ้าเชื่อว่าทักษะการเขียนภาษาอังกฤษของ ข้าพเจ้าสามารถพัฒนาได้อย่างรวดเร็วโดยใช้ grammar log.					

16. คุณรู้สึกสนุกกับการใช้ grammar log มากน้อยแค่ไหน

มากที่สุด มาก ปานกลาง เล็กน้อย ไม่เคยเลย

เนื่องจาก _____

17. คุณคิดว่า Grammar log มีประโยชน์อย่างไร

ผู้วิจัยขอขอบคุณในความร่วมมือและความเสียสละเวลาของท่านในการตอบแบบสอบถามครั้งนี้ หากท่านใดมีข้อสงสัย

ขอบคุณ 😊

Appendix D

Training Materials

Lesson Plans

Training lesson plan I

Lesson I: Introduction to grammar log
(minutes each)

Time: 2 periods (50

- Objective:**
1. To introduce students to the functions of grammar log.
 2. To practice using grammar log for recording the grammatical errors
 3. To introduce and practice writing a descriptive paragraph

Content	Procedure	Instruction Aids/ Materials	Evaluation
1 st period Introducing students to grammar log functions and practicing recording the grammatical mistakes	<ol style="list-style-type: none"> 1. The teacher begins the lesson by introducing the useful functions of grammar log which are necessary for writing. 2. The teacher shows the student the picture of students in classroom on the whiteboard and then asks students to write 2-3 sentence. 3. The teacher provides feedbacks for the students. 4. The teacher asks students to record their grammatical error on their grammar log. 	- Grammar log	<ol style="list-style-type: none"> - Students can <i>record</i> the grammatical mistakes - Students can write 2-3 sentences according to the picture. - Students can receive useful feedback from the teacher.

	<p>5. The teacher randomly selects 2-3 students to share their grammar log in front of the class.</p> <p>6. The teacher summarizes and reviews the grammar log function again.</p>		
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Content	Procedure	Instruction Aids/ Materials	Evaluation
<p>2st period</p> <p>introducing and practicing writing a descriptive paragraph</p>	<p>1. The teacher begins the lesson by reviewing the use of grammar log.</p> <p>2. The teacher introduces how to write a descriptive paragraph.</p> <p>3. The teacher shows the students the picture of student in classroom on the whiteboard and then asks students to write 50-80 words follow the step of descriptive paragraph.</p> <p>4. The teacher provides feedback for the students.</p>	<p>- Grammar log</p> <p>- Writing task</p>	<p>- Students can write follow the step of descriptive paragraph.</p> <p>- Students can write 50-80 words according to the picture.</p> <p>- Student can receive useful feedback from the teacher.</p> <p>- Students can <i>record</i> the grammatical mistakes</p>

	<p>4. The teacher asks student to record their grammatical error on their grammar log.</p> <p>5. The teacher randomly selects 2-3 students to share their grammar log in front of the class.</p> <p>6. The teacher summarizes and reviews the grammar log function and how to write the descriptive paragraph again.</p>		
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Training lesson plan II

Lesson I: Introduction to grammar log
(minutes each)

Time: 6 periods (50

- Objective:**
1. To review the most six grammatical based on the O-NET
(article, subject-verb agreement, verb tense, part of speech, gerunds and infinitive, word ordering)
 2. To practice the six grammatical structure

Content	Procedure	Instruction Aids/ Materials	Evaluation
<p>- The 1st period</p> <p>The grammatical rules of articles (a, an, the, -)</p>	<ol style="list-style-type: none"> 1. The teacher begins the lesson by reviewing the most common grammatical errors based on the O-NET. 2. The teacher asks students what they know about articles in order to elicit their background knowledge. 3. The teacher provides the structure and examples of an articles on the grammar worksheet 4. The teacher checks the students understanding and then summarizes 	<ol style="list-style-type: none"> 1. worksheet about articles 	<ul style="list-style-type: none"> -Students can complete the exercise correctly -Students can provide useful feedbacks of articles for their friends. -Students can receive useful feedback of articles of their teacher and friends.

	<p>how to use articles.</p> <p>5. The teacher asks students to do the exercise of article.</p> <p>6. The teacher asks the students for the answers and writes them on the whiteboard.</p> <p>7. The teacher assigns students to work in pair and each of them has to write a paragraph and then shares their work.</p> <p>8. The students have to spend 10 minutes providing comments on articles.</p> <p>9. The teacher randomly selects 2-3 students' writing to show in front of class and then checks the answers with the students.</p> <p>10. The teacher asks students to revise their writing.</p>		
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Content	Procedure	Instruction Aids/ Materials	Evaluation
<p>- The 2nd period</p> <p>The grammatical rules of subject-verb agreement</p>	<ol style="list-style-type: none"> 1. The teacher reviews the previous lesson about articles. 2. The teacher asks students what they know about subject-verb agreement in order to elicit their background knowledge. 3. The teacher provides the structure and examples of subject-verb agreement on the grammar worksheet 4. The teacher checks the students understanding and then summarizes how to use subject-verb agreement. 5. The teacher asks students to do the exercise of subject-verb agreement. 6. The teacher asks the 	<ol style="list-style-type: none"> 1. subject-verb agreement worksheet 	<p>-Students can complete the exercise correctly</p> <p>-Students can provide useful feedback of subject-verb agreement for their friends.</p> <p>-Students can receive useful feedback of subject-verb agreement of their teacher and friends.</p>

	<p>students for answers and writes them on the whiteboard.</p> <p>7. The teacher assigns students to work in pair and each of them has to write a paragraph and then share their work.</p> <p>8. The students spend 10 minutes providing comments on subject-verb agreement.</p> <p>9. The teacher randomly selects 2-3 students' writing to show in front of class and then checks the answers with the students.</p> <p>10. The teacher asks students to revise their writing.</p>		
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Content	Procedure	Instruction Aids/ Materials	Evaluation
- The 3 rd period The grammatical	1. The teacher reviews the last lesson about subject-verb agreement.	1. verb-tense worksheet	-Students can complete the exercise correctly

<p>rules of verb tense</p>	<p>2. The teacher asks students what they know about verb-tense in order to elicit their background knowledge.</p> <p>3. The teacher provides the structure and example of verb-tense on the grammar worksheet</p> <p>4. The teacher checks the students understanding and then summarizes how to use verb tense.</p> <p>5. The teacher asks students to do the exercise of verb-tense.</p> <p>6. The teacher asks the answers from students and writes them on the whiteboard.</p> <p>7. The teacher assign students to work in pair and each of them have to write a paragraph and then share their works to each other.</p> <p>8. The students spend 10</p>		<p>-Students can provide useful feedback of verb-tense for their friends.</p> <p>-Students can receive useful feedback of verb-tense of their teacher and friends.</p>
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	<p>minutes providing comments on verb-tense.</p> <p>9. The teacher randomly selects 2-3 students' writing to show in front of class and then checks the answers with the students.</p> <p>10. The teacher asks students to revise their writing.</p>		
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Content	Procedure	Instruction Aids/ Materials	Evaluation
<p>- The 4th period</p> <p>The grammatical rules of part of speech</p>	<p>1. The teacher review the last lesson about verb-tense.</p> <p>2. The teacher asks students what they know about part of speech in order to elicit their background knowledge.</p> <p>3. The teacher provides the structure and example of part of speech on the grammar worksheet</p>	<p>1. part of speech worksheet</p>	<p>-Students can complete the exercise correctly</p> <p>-Students can provide useful feedback of part of speech for their friends.</p> <p>-Students can receive useful feedback of part of speech of their teacher and friends.</p>

	<p>4. The teacher checks the students understanding and then summarizes how to use part of speech.</p> <p>5. The teacher asks students to do the exercise of part of speech.</p> <p>6. The teacher asks the answers from students and writes them on the whiteboard.</p> <p>7. The teacher assign students to work in pair and each of them have to write a paragraph and then share their works to each other.</p> <p>8. The students spend 10 minutes providing comments on part of speech.</p> <p>9. The teacher randomly selects 2-3 students' writing to show in front of class and then checks</p>		
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	<p>the answers with the students.</p> <p>10. The teacher asks students to revise their writing.</p>		
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Content	Procedure	Instruction Aids/ Materials	Evaluation
<p>- The 5th period</p> <p>The grammatical rules of gerunds and infinitive</p>	<p>1. The teacher review the last lesson about part of speech.</p> <p>2. The teacher asks students what they know about gerunds and infinitive in order to elicit their background knowledge.</p> <p>3. The teacher provides the structure and example of gerunds and infinitive on the grammar worksheet</p> <p>4. The teacher checks the students understanding and then summarizes how to use gerunds and infinitive.</p>	<p>1. gerunds and infinitive worksheet</p>	<p>-Students can complete the exercise correctly</p> <p>-Students can provide useful feedback of gerunds and infinitive for their friends.</p> <p>-Students can receive useful feedback of gerunds and infinitive of their teacher and friends.</p>

	<p>5. The teacher asks students to do the exercise of gerunds and infinitive.</p> <p>6. The teacher asks the answers from students and writes them on the whiteboard.</p> <p>7. The teacher assign students to work in pair and each of them have to write a paragraph and then share their works to each other.</p> <p>8. The students spend 10 minutes providing comments on gerunds and infinitive.</p> <p>9. The teacher randomly selects 2-3 students' writing to show in front of class and then checks the answers with the students.</p> <p>10. The teacher asks students to revise their writing.</p>		
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Content	Procedure	Instruction Aids/ Materials	Evaluation
<p>- The 6th period</p> <p>The grammatical rules of word ordering</p>	<ol style="list-style-type: none"> 1. The teacher review the last lesson about article, subject-verb agreement, verb tense, part of speech, and gerunds and infinitive. 2. The teacher asks students what they know about word ordering in order to elicit their background knowledge. 3. The teacher provides the structure and example of word ordering on the grammar worksheet 4. The teacher checks the students understanding and then summarizes how to use word ordering. 5. The teacher asks students to do the exercise of word ordering. 6. The teacher asks the 	<ol style="list-style-type: none"> 1. word ordering worksheet 	<ul style="list-style-type: none"> -Students can complete the exercise correctly -Students can provide useful feedback of word ordering for their friends. -Students can receive useful feedback of word ordering of their teacher and friends.

	<p>answers from students and writes them on the whiteboard.</p> <p>7. The teacher assign students to work in pair and each of them have to write a paragraph and then share their works to each other.</p> <p>8. The students spend 10 minutes providing comments on word ordering.</p> <p>9. The teacher randomly selects 2-3 students' writing to show in front of class and then checks the answers with the students.</p> <p>10. The teacher asks students to revise their writing.</p>		
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Grammar Worksheets



Article



Name: _____ Class: _____ NO: _____

Part I: Grammar Explanation

A “Indefinite Article”

A is used when the next word begins with a **consonant sound** (b, c, d, f, g, h, j, k, etc).

Example: a pen a desk a clock

Exception: When the vowel *u* sound like *you*.

Example: a university

An “Indefinite Article”

An is used when the next word begins with a **vowel sound** (a, e, i, o, u).

Example: an apple an elephant an umbrella

Exception: When the consonant *h* is *silent*.

Example: an hour an honor

The “Definite Article”

The is used with...

- Something that is ***unique*** or there is ***only one***.

Example: the sun the moon the internet

- Second time you talk about the same noun.

Example: I bought a shirt. The shirt is red.



Part II: Grammar Practice

❖ A. Match the halves to make complete sentences.

1. An apple a day keeps the <u>h</u>	a. hospital.
2. Brook live in the _____	b. lunch?
3. Jimmy live in (-)_____	c. nice person.
4. I can't play the _____	d. English teacher.
5. He's still looking for a _____	e. UK.
6. She's ll. She's in (-)_____	f. capital of Thailand.
7. I teach English. I'm an _____	g. piano.
8. Bangkok is the _____	h. doctor away.
9. What did you have for (-)_____	i. job.
10. Kim is such a _____	j. Canada.

❖ B. Answer these questions. Use the words in brackets.

1. It's raining. What do you need? (umbrella)

I need an umbrella.

2. You want to send an e-mail. What do you need? (computer)

3. Where's the wardrobe? (next to/window)

4. Is Jamica a continent? (island)

5. Where does he work? (at/prison)



Gerund and Infinitive



Name: _____ Class: _____ NO: _____

Part I: Grammar Explanation

Gerunds and Infinitives act like verbs. They can follow adjectives and other verbs. Gerunds can also follow prepositions.

GERUNDS & INFINITIVES					
VERB + INFINITIVE			VERBS + GERUND		
Verbs Followed by an Infinitive She <u>agreed to speak</u> before the game			Verbs Followed by a Gerund They <u>enjoyed working</u> on the boat		
agree	forget	prefer	admit	finish	resist
aim	get	proceed	advise	forbid	resume
appear	happen	promise	appreciate	get	risk
arrange	have	propose	avoid	have	spend
ask	hesitate	refuse	can't help	imagine	(time)
attempt	hope	remember	complete	mind	suggest
be able	hurry	say	consider	miss	tolerate
begin	intend	start	delay	permit	waste
choose	leave	stop	deny	postpone	(time)
continue	like	swear	detest	practice	
dare	love	threaten	dislike	quit	
decide	mean	try	enjoy	recall	
deserve	neglect	use	escape	report	
dislike	offer	wait	excuse	resent	
expect	ought	want			
fail	plan	wish			

Part II: Grammar Practice

❖ A. Write “past tense,” “present tense,” or “future tense”.

1. Don't forget **to lock** (lock) the door before going out.
2. She suggested _____ (going) to the cinema.
3. A big dog made a little girl _____ (cry).
4. You don't let your brother _____ (see) this present.
5. He advised me _____ (not sit) near the window.
6. We trying _____ (finish) the report on time.
7. I didn't like her so I turned left to avoid _____ (meet) her.
8. Have you finished _____ (read) that book?
9. It stopped _____ (rain).
10. I hate _____ (see) a child _____ (crying).

❖ B. Find the mistakes and correct the sentences.

1. The police don't allow any one going out of the room.

2. They tried unlocking the door.

3. I kept to watching TV when she came in.

4. Fashion makes me to spend too much money on clothes.

5. I choose going to the cinema.



Part of Speech



Name: _____ Class: _____ NO: _____

Part I: Grammar Explanation

PART	MAIN JOB	EXAMPLES
Verb	Shows an action or state of being.	run, listen, are, live
Interjection	Shows a strong emotion or reaction.	Oh!, Stop, here!, Ouch!
Pronoun	Takes the place of a noun.	I, she, we, it, you, them
Noun	Name of person, place, thing or idea.	Judy, town, bag, trust, hope
Adjective	Describes a noun or pronoun.	big, hot, happy, one, red
Adverb	Describes a verb, an adjective or another adverb.	quickly, today, very
Conjunction	Joins words, idea or phrases.	but, and, because, so
Preposition	Shows the relationship of a noun or pronoun to another word.	at, in, from, above, about

Part II: Grammar Practice



❖ A. Identify to what part of speech the underlined words belong to.

- The history book he received is on the table. **preposition**
- I watched an interesting movie last night. _____
- Yummy! This cookie is so good. _____
- Who asked you to come here? _____
- I'll go to the party as soon as I finish my homework. _____
- We gave him some money. _____
- I always tells the truth. _____





Subject-verb agreement



Name: _____ Class: _____ NO: _____

Part I: Grammar Explanation



TOP 10 RULES OF SUBJECT VERB AGREEMENT

RULE	EXAMPLE
1. Subjects and verbs must agree in number.	<ul style="list-style-type: none"> The <u>cat meows</u> when he is hungry. The <u>cat meow</u> when they are hungry.
2. The words between the subject and verb do not affect agreement.	<ul style="list-style-type: none"> The little <u>girl</u>, who is wearing gloves, <u>is</u> well-dressed.
3. The verb is plural if two subjects are joined by “and”.	<ul style="list-style-type: none"> The <u>man and the woman were</u> late for the appointment.
4. The verb is singular if two subjects refer to the same person or thing and are joined by “and”.	<ul style="list-style-type: none"> <u>Peanut butter and jelly is</u> my favorite sandwich.
5. The verb is singular if “each”, “every” or “no” comes before the subject.	<ul style="list-style-type: none"> No <u>yelling</u> is allowed. Every <u>man and woman is</u> coming.
6. The verb is singular for units if measurement or time.	<ul style="list-style-type: none"> <u>Five minutes is</u> enough time.
7. The verb is plural for <i>pronouns</i> .	<ul style="list-style-type: none"> All of <u>them were</u> going to the parade.
8. The verb is singular for <i>indefinite</i>	<ul style="list-style-type: none"> <u>Everyone is</u> waiting for the

<i>pronouns.</i>	movies to start.
9. The verb is verb singular for collective nouns.	<ul style="list-style-type: none"> The <u>crowed is</u> yelling.
10. The verb is singular for titles of books a movies.	<ul style="list-style-type: none"> <u>The Birds is</u> a scary movie.

Part II: Grammar Practice



❖ A. **Underline the verb that correctly completes each sentence.**

1. She (watch/watches) the sunset.
2. One boy (close/closed) the window.
3. This book (explain/explains) weather.
4. He (love/loves) the rainbows.
5. Jim (hear/hears) a tiger in the forest.
6. They (open/opens) the door.
7. Kim and Mint (cry/cries) all night.
8. A tiger (hunt/hunts) in the prairie.
9. This movie (is/are) interesting.
10. His grandmother (scold/scolds) him.

❖ **B. Circle the letter of the verb that completes each sentence.**

1. The farmers _____ this story.
a. tells b. tell c. are d. telling
2. John _____ a comic book.
a. read b. reads c. are d. was
3. The cat _____ outside.
a. run b. runs c. are d. were
4. Dan _____ like a bird.
a. sing b. are c. sings d. were
5. Dinosaurs _____ big.
a. are b. was c. is d. were



Verb tense



Name: _____ Class: _____ NO: _____

Part I: Grammar Explanation



Verbs show an action or a state of being. The verb *tense* places the verb in time. The three major tenses verbs can show are *past*, *present*, and *future*. Sometimes it helps kids to think of the past as “yesterday,” the present as “today,” and the future as “tomorrow.”

Each verb tense has several options that allow you to be precise about what you mean. Let’s look at the verb, “*to eat*.”

...*eat*...



Past	Present	Future
I ate my sandwich.	I eat my sandwich.	I will eat my sandwich.
I was eating my sandwich.	I am eating my sandwich.	I will be eating my sandwich.
I had been eating my sandwich.	I have been eating my sandwich.	I am going to eat my sandwich.

Part II: Grammar Explanation

❖ A. Write “past tense,” “present tense,” or “future tense”.

- | | | | |
|--------------|----------------------|--------------|-------|
| 1. plays | <u>present tense</u> | 2. was | _____ |
| 3. painted | _____ | 4. is eating | _____ |
| 5. say | _____ | 6. ran | _____ |
| 7. will come | _____ | 8. am | _____ |

❖ B. Choose the correct tense of the verb to best complete each sentence below.

- Ann and Wilda will go to cinema tomorrow.
(went/will go)
- Billy sits down and _____ in his homework.
(writes/wrote)
- The energetic puppy sure _____ happy yesterday!
(is/was)
- Mrs. Steward _____ a song in the talent show next month.
(sang/will sing)
- We _____ on the phone for three hours last night.
(talk/talked)
- My baby sister _____ for the first time yesterday!
(speaks/spoke)
- Uncle Dale _____ me a new video game tomorrow.
(gave/will give)
- The teacher _____ to her students right now.
(read/is reading)



Word Ordering



Name: _____ Class: _____ NO: _____

Part I: Grammar Explanation



SUBJECT	VERB	OBJECT	MANNER	PLACE	TIME
Mary	writes	a letter			every day.
You	speak	German	very well		
I	heard	the news			last night.
Wilda	goes			to the park	every evening.
My brother	invited	many people		to the party	
There	is	a concert		in the city	tomorrow.
My mother	took	some money		from the box	
I	like	tennis	very much		
They	have lived		happy	in that flat	for 10 years.

Part II: Grammar Practice



❖ A. Put the words in the right order.

- (some letters / writes / every day / Jame)

Jame writes some letters every day.

- (meats / likes / very much / My best friend)
-

3. (we / tennis / twice a week / play)

4. (met / I / my nephews/ three days ago)

5. (Nancy / television / at night/ doesn't watch)

6. (New York / have you ever / been to?)

7. (my brother / wants / fluently / to speak / English)

8. (a lot / Kim / exam / for the / studied)

9. (my sister / me / some money / lent / yesterday)

10. (for my birthday / some presents / bought / my father)

11. (English / do you speak / fluently?)

12. (failed / we / the test / yesterday)

13. (goes / every Monday and / to the gym / Wednesday / Bill)

14. (to school / goes / by bus / she)

15. (usually / my mother / the newspaper / read / for a while)

Appendix E

Three Writing Tasks

MANUSCRIPTS

Paper 1

(Submitted to the Journal)

Effectiveness of Using Grammar Logs with Explicit Corrective Feedback in Improving Grammatical Ability for Writing Skill of Grade 9 Students

ประสิทธิผลของการใช้บันทึกไวยากรณ์และการให้ข้อมูลย้อนกลับ

ในการพัฒนาความสามารถด้านไวยากรณ์สำหรับการเขียน

ของนักเรียนชั้นมัธยมศึกษาปีที่ 3

บทคัดย่อ

วัตถุประสงค์ของการวิจัยคือการศึกษาประสิทธิผลของการใช้บันทึกไวยากรณ์และการให้ข้อมูลย้อนกลับในการพัฒนาความสามารถด้านไวยากรณ์สำหรับการเขียนของนักเรียนชั้นมัธยมศึกษาปีที่ 3 กลุ่มประชากร คือ นักเรียนชั้นมัธยมศึกษาปีที่ 3 โรงเรียนคลองท่อมราชกุฎรังสรรค์ จังหวัดกระบี่ ใช้วิธีการสุ่มตัวอย่าง นักเรียนจำนวน 30 คน และใช้เครื่องมือในการวิจัย คือ แบบทดสอบวัดทักษะการเขียน งานเขียนแบบบันทึกไวยากรณ์ แบบสอบถาม และสื่อการสอน ผลการวิจัยพบว่า ความสามารถด้านไวยากรณ์เพื่อการเขียนของนักเรียนก่อนการใช้บันทึกไวยากรณ์มีความแตกต่างอย่างมีนัยสำคัญ หลังจากที่นักเรียนมีการใช้บันทึกไวยากรณ์ จากที่นักเรียนได้รับข้อมูลย้อนกลับ พบว่านักเรียนสามารถแก้ไขและพร้อมอธิบายได้ นอกจากนี้นักเรียนยังมีความคิดเห็นในเชิงบวกต่อการใช้แบบบันทึกไวยากรณ์ในการพัฒนาความสามารถไวยากรณ์เพื่อการเขียน ผลการศึกษาครั้งนี้แสดงให้เห็นว่าแบบบันทึกไวยากรณ์พร้อมข้อมูลย้อนกลับนั้นมีประโยชน์สำหรับทักษะการเขียน อย่างไรก็ตามจากงานวิจัยพบว่า นักเรียนที่มีความสามารถทางด้านภาษาน้อย อาจมีความจำเป็นต้องเพิ่มเวลาในการบันทึกแบบบันทึกไวยากรณ์และทำแบบฝึกทักษะการเขียนให้สำเร็จ

คำสำคัญ: ประสิทธิภาพการใช้บันทึกไวยากรณ์ การเขียน ความสามารถทาง

ไวยากรณ์ บันทึกไวยากรณ์ การให้ข้อมูลย้อนกลับ

Abstract

The objectives of this research were to study the effectiveness of the use of grammar logs with explicit corrective feedback of Grade 9 (G.9) students in improving the grammatical ability for writing and to survey students' opinions toward the use of grammar logs. The population was Grade 9 students studying at Khlong Thom Ratrangsang Secondary School, Krabi and 30 students were randomly selected as participants in this study. The instruments employed in this study were writing tasks, grammar logs, a questionnaire and teaching materials. The findings showed that the use of grammar logs with explicit corrective written feedback had significant difference in improving students' overall grammatical ability for writing and the students had strong positive opinions towards the use of grammar logs. The findings suggest that the grammar log with the explicit corrective feedback is beneficial in writing; however, low proficiency students may need more time to record grammar logs and finish the writing tasks.

Keywords: effectiveness of using the grammar log, writing, grammatical ability, grammar log, explicit written corrective feedback

Introduction

English plays an important role in communication. People all over the world use English as a tool or medium language to communicate. Among the four skills, writing has been regarded as the most difficult skill (Richard & Renandya, 2002). Students are concerned and nervous about word choice and grammatical mistakes, which cause incomprehensibility. Many EFL students' grammatical mistakes concern verbs, punctuations, articles, tense, subject-verb agreement, sentence, construction and etc. (Al-Sobhi & Rashid & Abdullah & Darmi, 2017). The use of English is important in global communication, particularly writing skill. However, Thai students feel that English writing is difficult. Therefore, improving writing skills are essential. In academic writing, vocabulary and grammatical structure seem to be a big problem for Thai students whose English proficiency is relatively low when compared to students in neighbouring countries (Wiriyachitra, 2001). The above problems may contribute to unsatisfactory O-NET (Ordinary National Education Test) scores of M. 3 students. The O-NET results in 2017, 2018, 2019 were

28.31, 29.45 and 33.25 out of 100 respectively. Even though the O-NET results seem to improve gradually, it is not quite satisfactory. Moreover, the grammatical ability is one of the factors that influences and motivates students to write. The lack of grammatical ability of Thai students is viewed as a hindrance in achieving good writing (Kaweera & Usaha, 2008). In Thai context, students still have a problem applying the grammatical structure of English to create a correct language use in writing, and they lack the ability to select an appropriate form (Lush, 2002).

Another factor that influences and motivates students to learn English is a positive opinion. Weinburgh (1998) mentioned that the opinions toward language seemed to be useful for students to succeed in language learning.

In order to solve the above mentioned problems, some experts suggest some teaching methods to improve students' writing skills. One teaching method is called corrective feedback to promote grammatical ability in writing. Liu (2008) suggested that after students receive feedback, their writing accuracy would be improved in the second, third draft, and so on. It showed that using feedback should be a useful tool for reflecting and revising students' writing. According to Bitchner and Knoch (2009), there are two types of corrective feedback: explicit and implicit.

The explicit corrective feedback refers to the explicit provision of the clear explanation of correct form. While providing the correct form, the teacher clearly indicates that the student has made an error (Lyster & Ranta, 1997). On the other hand, implicit feedback refers to the teacher's rephrasing of the student's utterance by changing one or more components without changing the central meaning (Ellis, 2008). The teacher does not tell the students directly about their grammatical mistakes. They have to find out the mistakes and correct them. In this study, the explicit corrective feedback is the main focus. The explicit written corrective feedback seems to be one of the common techniques used to improve written grammar on EFL students. This type of feedback provides learners with guidance that shows them how to correct errors. This feedback is not only more immediate, but also may be effectively determined by the goals and proficiency of the second language writers (Bitchner & Knoch, 2010). Also, it is believed that by requiring students to use a grammar log to record and correct their errors, students can not only notice their errors but also achieve greater awareness of their own outputs (Hirsche, 2011). Besides, the

grammar log is a piece of paper in which students record and correct their grammatical mistakes. It is a direct and simple tool to record students' grammatical errors when they find some mistakes in their work. Moreover, it is a tool to engage the students in improving their grammatical ability.

There are limited studies on students' performance using grammar logs with the explicit written corrective feedback, and most of the studies were carried with adult learners. According to Hirschel (2011) who only examines the effectiveness of using grammar logs with corrective feedback, there are very few studies conducted in Thai context with secondary school English as a Foreign Language (EFL) students who have low proficiency level. Based on the lack of research on this issue, this study aimed to investigate the effectiveness of using grammar logs in improving written grammar of Grade 9 students and the six aspects from the most frequent grammatical errors based on the O-NET were chosen to be the main focus of the study: verb tense, word order, subject-verb agreement, article, parts of speech and gerunds and infinitive. This study also investigated students' opinions toward the use of grammar logs.

Objectives

This present study aimed to investigate the effectiveness of the use of grammar logs of Grade 9 students studying writing in the second semester of 2019 academic year at Klong Thom Ratrangsan School in Klongthom District, Krabi and to survey students' opinions toward the use of grammar logs. In particular, the research questions addressed were:

1. Is there a difference before and after participants using grammar logs, and to what extent did its use have on their accuracy scores and their writing ability?
2. What did Grade 9 students think of the use of grammar logs?

Research Methodology

1. Research design and participants

This study used a quasi-experimental method. The population of this study were 250 Grade 9 students enrolling in an English course in the second semester of 2019 academic year at Klong Thom Ratrangsan School in Klongthom District, Krabi. Thirty students were purposively selected as the participants. Their English proficiency level was quite similar based on their grades

in the English grammar and writing subjects of the first semester. The participants were asked to write three writing tasks and recorded the mistakes in the grammar log after receiving the explicit feedback. All the participants were Thai native speakers aged between 14 to 16 years old.

2. Data collection instruments

2.1 Piloting Instruments

There were three instruments in this study: a pre and post-test, a questionnaire, and training materials but only the pre and post-test and the questionnaire were required to be piloted. The aim of the pilot study was to determine the reliability and the feasibility of the instruments. In this study the pre and post-test was given to students in Nuaklongprachabumrung school in Nua Khlong District, Krabi to figure out the suitability of the selected topic and the time allocation. Likewise, the questionnaire was piloted to assure its reliability.

2.2 Pre and post -test

Two writing tests, a pre-test and a post-test, were used to measure students' grammatical ability before and after the experiment in six aspects: articles (Art), verb tenses (VT), parts of speech (PS), subject-verb agreement (SVA), gerund and infinitive (GI), and word order (WO). The six aspects were from the most frequent grammatical errors based on the use and usage and the writing ability parts in the O-NET (Nonkukhekhong, 2013). The participants were assigned to write one 80-100 word essay on the topic, "My friend" in the pre-test and the other on the topic "My best friend" in the post-test. These topics were related to the participants' current learning tasks from the textbook content which the students' were studying. The writing test was piloted with 30 Grade 9 students at another high school in Krabi in order to determine the suitability of the selected topic as well as the time allocation. This group of students shared a similar background with the participants of the main study in terms of their proficiency and age. It was determined through the pilot study that students were able to write a paragraph on the

assigned topic, and within the allotted time of 50 minutes. And the result from the pilot showed that the students could finish the writing assignment in 50 minutes.

2.3 Questionnaire

The questionnaire was adapted by the researcher based on Strijbos and Sluismans (2010) to investigate students' opinions toward the use of grammar logs. There were 17 items of questions. It was used to check the students' English opinions toward the use of grammar logs. There were three parts of the questionnaire. The first part consisted of close-ended questions in an effort to obtain students' general information. The second part contained 15 items regarding the students' use of grammar log to correct six aspects of the most frequent grammatical errors based on the O-NET: articles, verb tenses, part of speech, subject-verb agreement, gerund and infinitive, and word order. The third part included open ended questions to explore students' opinions regarding the benefits of teacher feedback and the obstacles while using grammar log. This questionnaire was designed using a five-point Likert scale. The questionnaire was written in Thai to ensure that the intended meaning was conveyed and understood by all participants. It was piloted with 20 Grade 9 students who were in the same group the pre-post test was piloted. The reliability of the questionnaire was 0.76.

2.4 Training materials

Training materials included lesson plans and grammar worksheets. The training lesson plans were used to teach students how to use grammar logs and how to write a paragraph. The training consisted of approximately two periods. The grammar worksheets were used as exercises, so the students could review the six types of most frequent grammatical errors based on the O-NET including articles (Art), verb tenses (VT), part of speech (PS), subject-verb agreement (SVA), gerund and infinitive (GI), and word order (WO). Each worksheet consisted of two parts: structure and practice. In Structure Part, the grammar rules and the explanation were provided. And in Practice Part, students had a chance to do exercises about each aspect of grammar. The training periods took six hours within three weeks.

2.5 Writing tasks

The participants were required to perform three writing tasks. They were asked to write 80-100 words for each task. Each task was related to what the participants had studied in their current book. To avoid possible interventions, such as help from other, participants were not allowed to write outside of the classroom. After writing each task, the students were asked to hand in their works to the teacher. After receiving the teacher's feedback, the students recorded and made corrections of their own grammatical errors

2.5 Grammar log

The grammar log was designed by the researcher. It was a form consisting of five columns for the students to record their grammatical mistakes. It was a table consisting of five columns. The first column was the original sentence, the second was the error type, the third was the explanation, the fourth was the revised sentence and the last column was comments by the teacher.

Original Sentences	Error Type	Explanation	Revised Sentences	Comments By the Teacher
She sit there every morning.	Subject-verb agreement	Singular subject (she) requires singular verb adding 's' at the end of the verb (sits).	She sits there every morning.	Correct

3. Data collection procedure

The study was conducted in 8 weeks from February 2020 until April 2020 as shown in the table 1.

Table 1

Data collection procedure

Week	Procedure
1	Pre-test
2	Teach how to write a paragraph and train students to use grammar logs.
3-4	Students review and practicing most frequent grammatical errors in the written work (Grammar worksheets and exercises provided)
5	1 st writing task and grammar logs
6	2 nd writing task and grammar logs
7	3 rd writing task and grammar logs
8	Post-test and questionnaire

In the first week, the pre-test (writing test) was administered to the participants. From the second week to the fourth week, the training on how to write a paragraph and six grammatical aspects were taught and practiced. In the fifth week, the students started to do writing tasks and record their grammatical errors on grammar logs after getting explicit feedback from the teacher. In the grammar log, when students received the writing tasks and feedback from the teacher about the grammatical errors they had made, they added each error in the table. Then they searched for the resources that would help them correct these errors. Possible resources included student's worksheets, English grammar books, dictionaries, and writing guides. Then, the students identified the type of errors, and wrote a correct sentence. Finally, they submitted the grammar log back to the teacher to check it. Finally, in the last week, the post-test and the questionnaire were administered. Then, all the data were collected and later analysed.

4. Data Analysis

4.1 Pre and post – test

To examine the effects of the use of grammar on students' use of the six grammatical aspects as well as the frequency of the correct use, the aspects were calculated by means of obligatory occasion analysis (Pica, 1984) using the following formula:

$$\frac{\text{n correct suppliance in context}}{\text{n obligatory context} + \text{n suppliance in non – obligatory contexts}} \times 100$$

The frequency of the correct use of the six grammatical aspects was coded and counted by two coders who were non-native English teachers. Then to compare the difference between the accuracy scores of the pre –test and the post – test, the data were analyzed using t-test.

4.2 Questionnaire

The participants's responses to the questionnaire were calculated using percentages to identify students' opinions toward the use of grammar logs.

Findings

1. Accuracy scores of the pre- and post-tests

The data gathered from the pre- and post-tests revealed that the overall accuracy scores were statistically significantly different from those in the pre – test as shown in Table 2.

Table 2

The accuracy scores of the pre- and post-tests (n=30)

Aspects	Pre-test		Post-test		t	Sig. (2-tailed)
	M	S.D.	M	S.D.		
Art	62.39	33.01	78.55	29.32	-1.99	.056
GI	74.36	34.22	66.24	42.03	.88	.386

* $p < .05$; **	PS	46.82	16.68	44.63	21.42	.47	.645	$p < .01$
	SVA	74.13	20.12	88.81	12.16	-3.05	.005**	
	VT	71.12	20.03	86.08	13.30	-4.27	.000**	
	WO	57.89	24.48	63.29	25.73	-1.045	.305	
	Overall	60.65	10.67	66.48	9.35	-2.505	.018*	

Table 2 indicates that students' overall scores were statistically different when the pre-test ($M = 60.65$, $SD = 10.67$) and the post-test ($M = 66.48$, $SD = 9.35$) were compared. In terms of each grammatical aspect, the difference in the aspect of subject-verb agreement (SVA) between the pre-test ($M = 74.13$, $SD = 20.12$) and the post-test ($M = 88.81$, $SD = 12.16$) was found to be statistically significant ($t = -3.05$, $p < .01$). Additionally, the aspect of verb tense (VT) showing the difference of the accuracy scores between the pre-test ($M = 71.12$, $SD = 20.03$) and the post-test ($M = 86.08$, $SD = 13.30$) was found to be significantly different ($t = -4.27$, $p < .01$). However, the four other aspects of grammar, word order, articles, gerund and infinitive, and parts of speech did not show any significant difference.

2. Students' opinions toward the use of grammar logs

The data gathered from the questionnaire revealed the students' opinions toward the use of grammar logs were grouped into three aspects: grammar log with corrective feedback, writing, and promoting learning.

When considering each aspect of the opinions toward the use of grammar logs, the findings were varied. Table 3 presented students' opinion towards the use of grammar logs with corrective feedback.

Table 3

The students' opinions toward the use of grammar logs with corrective feedback

Aspects	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel that explicit written corrective feedback of the teacher via	23.3	53.3	23.3	0.0	0.0

grammar logs helped me understand grammatical concepts better.					
2. I understand six grammatical aspects better.	16.7	50	33.3	0.0	0.0
3. I learn how to correct the grammatical mistakes from my grammar logs.	33.3	40	23.3	3.3	0.0

In terms of grammar logs with corrective feedback, Table 3 indicates that 53.3% of the students agreed that the grammar log and the explicit written corrective feedback helped them to better understand the grammatical concepts in their writing. With regard to the grammatical mistakes in their grammar logs, the students understood six grammatical aspects better. Fifty percent and forty percent of the students said that they learned how to correct the grammatical mistakes from their grammar logs.

With respect to writing, the students' opinion was presented in Table 4 below.

Table 4

The students' opinions toward the use of grammar logs with writing

Aspects	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Use of grammar logs improve my writing skill of English.	13.3	70	16.7	0.0	0.0
2. I think it is a good idea to use grammar logs to improve writing skills in English.	23.3	66.7	10	0.0	0.0
3. Dealing with the grammar logs was convenient with regard to keeping	13.3	50.0	33.3	3.3	0.0

Aspects	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
track of my learning.					
4. I would use grammar logs for my studies in the future.	26.7	50	23.3	0.0	0.0
5. I enjoyed recording grammatical mistakes using grammar logs.	6.7	46.7	46.7	0.0	0.0
6. Grammar logs encourage me to write more in English.	20	43.3	36.7	0.0	0.0
7. I would like to do more grammar logs.	43.3	43.3	13.3	0.0	0.0
8. I learn to write better in English by using grammar logs.	20	40	40	0.0	0.0
9. I believe that my English writing will improve quickly if I use grammar logs.	16.7	40	40	3.3	0.0
10. After using grammar logs, I feel confident in writing.	3.3	40	56.7	0.0	0.0

When asked about the writing, the majority of the students agreed that they had improved their writing skill by using grammar logs (70%). Interestingly, the majority of the students agreed that using grammar logs would be a good idea to develop their English writing skill (66.7%).

Additionally, a large number of the students agreed that dealing with grammar logs was useful for keep track of their learning (50%). And they thought that it was a necessary tool for their future to improve writing ability (50%). Forty-four point sixth

percent of the students enjoyed recording their grammatical mistakes in the grammar logs.

Interestingly, it can be seen that 43.3% of the students strongly agreed that they would like to do more grammar logs which also encouraged them to write more in English. Forty percent of the students wrote better by using grammar logs. They also believed that their English would improve quickly if they used grammar logs (40%). However, 56.7% of the respondents expressed their neutral ideas to their confidence of using grammar logs

In terms of learning, the students' opinions toward the use of grammar logs to promote learning were presented below.

Table 5

The students' opinions toward the use of grammar logs to promote learning

Aspects	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I feel comfortable recording the grammatical mistakes using grammar logs.	13.3	50	33.3	3.3	0.0
2. Grammar logs influence my writing and understanding of grammar.	20.7	50	30	0.0	0.0

In terms of using grammar logs to promote learning, 50% of the students felt comfortable and believed grammar logs influenced their writing and they had better understanding of grammar (50%).

It is very interesting to learn that all respondents did not show any disagreement toward the use of grammar logs.

3. The results gathered from open-ended questions

The data gathered from the open-ended questions were analyzed and categorized into three themes: benefits, obstacles and suggestions.

Table 6

Benefits, obstacles and suggestions of the use of grammar logs from students' perspective

No.	Categories	Aspects	Statements
1	Benefits	- Increasing grammatical knowledge	- I learned grammar from my own writing tasks.
		- Having more critical thinking	- I think using grammar logs helped me think more critically.
2	Obstacles	- Time allocated	- I need more time to work on my grammar logs and writing tasks.
		- English proficiency	- Because I'm still not fluent in English, I found it was hard to finish my grammar logs and writing tasks
3	Suggestions	- Time extension for writing tasks and grammar log	- I need more time to write and record the grammatical mistakes and grammar logs.

According to the open-ended questions, the results revealed that the students viewed the grammar logs as a valuable source for improving their grammatical ability in writing skill. Additionally, they reported that after experimenting the use of grammar logs, they learned and gained grammatical knowledge, and also developed more critical thoughts that they applied the knowledge to their next writing. It was found that time allocated and the English proficiency of the students were the obstacles in this study. Particularly, some students reported that they wanted more time to write and record the grammatical mistakes in their grammar log.

Discussion

After analysing the data and obtaining the results, the researcher arrives at the discussion section to answer the research questions and compare and contrast them with the previous studies. The discussion of the present research is presented below.

Research question 1.

Was there a difference before and after participants using grammar logs, and to what extent did their use have on their accuracy scores and their writing ability?

This study focused on the effectiveness of using grammar logs on students' writing ability. The students' pre- and post-tests scores on writing were analysed to find if there was a statistically significant difference in terms of writing improvement. The results of the descriptive statistics of the participants indicated that that students' overall scores improved significantly when comparing the pre-test and the post-test.

Interestingly, the aspect which had the least effect was the parts of speech. Even though training on the aspect of parts of speech was provided, the students did not appear to improve in their ability to use parts of speech. One explanation could be their low proficiency of English. Similarly, Kamimura's (2006) found that even though the overall scores of writing in the post-test of students were improved, some low proficiency students still could not apply the knowledge they had obtained through the training before starting to write due to their limited English ability.

Research question 2

What did Grade 9 students think of the use of grammar logs?

The findings of this study revealed that the students had strong positive opinions toward of the use of grammar logs in improving the grammatical ability for writing. This finding is similar to that of the study by Weinburgh (1998). He stated that opinions toward learning influence student behaviors: choosing books, speaking and also learning language. The opinions toward with language are viewed as components of inspiration in language. Thus, the students' opinions toward English seem to be one of the factors for students to achieve in language learning. Most of the students perceived

the grammar log as a useful tool to improve writing proficiency. The grammar log can help the students to perform the writing tasks.

Based on the data obtained from the open-ended questions, there were some interesting points related to the benefits of using the grammar log, which were a) the students wanted to do more on grammar logs, b) the use of grammar logs helped students improve their English writing skills, c) the students thought that it was a good idea to use grammar logs to practice writing skills in English, d) the students felt that explicit written corrective feedback of the teacher together with the grammar logs helped them to understand grammatical concepts better, and e) dealing with the grammar logs was convenient in terms of keeping track of learning.

From the above findings, the grammar log can assist students in both promoting writing habits and increasing the students' capability in writing, especially in six grammatical aspects. This finding is supported by the previous study by Hirschel (2011) who investigated the quality of grammar logs. From this current study, it can be concluded that after using grammar logs, students were much more aware of their grammatical errors. Moreover, the grammar logs are helpful in language learning and teaching.

Despite its benefits, there are some issues related to the use of grammar logs from students' perspectives. The students with low English proficiency found that the grammar logs was one of the factors obstructing their limited improvement. They believed that their grammatical ability was so poor that they had a hard time finishing writing on their grammar logs and writing tasks.

Even though the students in this study were trained how to write a paragraph, and how to use grammar logs and they received the explanation and practice of six grammatical aspects, their proficiency seemed to be a barrier in improving their English writing ability and they did not have enough time to review and practice most frequent grammatical errors in the written works. Low proficiency students might be unable to work on their tasks. Additionally, the students reported that they needed more time to write and record the grammatical mistakes and grammar logs.

Conclusion

Based on the findings, it can be concluded that the use of grammar logs did affect the students' grammatical ability on writing. Similarly to Hirschel (2011)'s study, it was certain to say that after using grammar logs, students would gain more benefits for improving their English writing skills. They would better understand their grammatical errors. Using the grammar log can be considered as an essential tool which encourages students to become more accurate and fluent in learning to write. The grammar log can be seen to be beneficial by all the English teachers and can be included as part of the writing instruction in the English course curriculum. Additionally, the explicit written feedback clearly assists students in organizing their writing and understanding of the grammatical aspects. Moreover, the students are able to move beyond the sentences and understand the grammatical knowledge better.

Limitations and recommendations for further research

There were some limitations of this study. Firstly, teaching low proficiency students to write a paragraph needed more time than the researcher had expected.

Secondly, students with low English proficiency had difficulty in writing and finishing their writing tasks and they had a hard time recording their mistakes in the grammar log. They could not complete their tasks within the time provided by the researcher. Therefore, more time should be provided to the low proficiency students.

Thirdly, with small sample size in this study, generalization of the findings may be problematic. Therefore, the effects of explicit corrective feedback and other grammatical aspects are needed to be further investigated using a larger sample size.

Due to the length of time and the small number of subjects in this study, the result of this study may not be generalized to other groups of students. Therefore, the effect of the use of grammar log with the six grammatical aspects requires further investigation. Moreover, the four aspects of grammar, word order, article, gerund and infinitive, and part of speech should be emphasized and studied. In addition, the comparison between the use of grammar logs with explicit corrective feedback and those with implicit feedback should be studied, which might

yield interesting results. The study of grammar logs with other grammatical aspects and different types of feedback is also recommended.

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