THE EFFECTS OF NOTICING LINGUISTIC FEATURES AND DISCOURSE ON THAI EFL LEARNERS' REVISION OF ACADEMIC ESSAYS

Jirayu Tuppoom

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ผลการสังเกตโครงสร้างของภาษาและการเรียบเรียงเนื้อหากับการพัฒนาปรับปรุงแก้ไขงานเขียนเชิงวิชาการของนักศึกษาไทยที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ

นายจิรายุ ทัพพุ่ม

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรดุษฎีบัณฑิต

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Suranaree University of Technology has approved this thesis submitted in partial fulfillment of the requirements for the Degree of Doctor of Philosophy.

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งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาประสิทธิภาพของการเขียนเชิงวิชาการโดยการสังเกตโครงสร้างภาษาและการเรียบเรียงเนื้อหาของเจ้าของภาษา ของนักศึกษาไทยที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ โดยศึกษาผลสัมฤทธิ์ของงานเขียนเชิงวิชาการ2 ชนิดคือ (1) การเขียนเชิงพรรณาและ (2) การเขียนแบบอภิปรายโวหาร ระหว่างกลุ่มนักศึกษาที่มีทักษะในการเรียนภาษาอังกฤษที่ดีกว่าและอ่อนกว่า โดยศึกษาอิทธิพลของการสังเกตใน 2 ระดับคือ (ก)ระดับที่เข้าใจและ (ข) ไม่เข้าใจในโครงสร้างภาษาและการเรียบเรียงเนื้อหา ต่อพัฒนาการในงานเขียนร่างสุดท้าย

กลุ่มตัวอย่างที่ใช้ในการวิจัยคือ นิสิตวิชาเอกภาษาอังกฤษ ชั้นปีที่ 3 มหาวิทยาลัยเกษตรศาสตร์ วิทยาเขตกำแพงแสน จำนวน 7 คน ที่แบ่งเป็น 2 กลุ่ม คือกลุ่มที่มีระดับการเรียนภาษาอังกฤษที่ดี 4 คน และอ่อน 3 คน การดำเนินการทดลองกระทำโดยให้นักศึกษาทั้ง 2 กลุ่มเขียนเรียงความทั้ง 2 ชนิด

ผลการวิจัย พบว่า (1) การเรียนรู้จากการสังเกตโครงสร้างภาษาและการเรียบเรียงเนื้อหา มีพัฒนาการที่ดีขึ้นในงานเขียนเชิงวิชาการของนักศึกษาไทยที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ (2) การสังเกตโครงสร้างภาษาและการเรียบเรียงเนื้อหาที่เข้าใจมีพัฒนาการในร่างสุดท้ายมากกว่าการสังเกตแบบไม่เข้าใจอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 (3)นักศึกษาในกลุ่มที่มีระดับการเรียนภาษาอังกฤษที่ดีกว่า มีการสังเกต โครงสร้างภาษาและการเรียบเรียงเนื้อหาอย่างเข้าใจและมีพัฒนาการในร่างสุดท้ายมากกว่านักศึกษาในกลุ่มที่มีระดับการเรียนภาษาอังกฤษที่อ่อนกว่าอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 (4) พบว่าการพัฒนาปรับปรุงแก้ไขงานเขียนเชิงวิชาการโดยการสังเกตโครงสร้างภาษาและการเรียบเรียงเนื้อหา ไม่มีความแตกต่างระหว่างการเขียนแบบการ

พรรณาและแบบอภิปรายโวหาร และ (5) และ พบว่าไวยากรณ์ คือ สิ่งที่นักศึกษาสังเกตมากที่สุด เมื่อเทียบกับการเลือกคำศัพท์ให้เหมาะสมในปริบทที่ต้องการและการเรียบเรียงเนื้อหา

สาขาวิชาภาษาอังกฤษ

ปีการศึกษา 2548

ลายมือชื่อนักศึกษา_____

ลายมือชื่ออาจารย์ที่ปรึกษา_____

ลายมือชื่ออาจารย์ที่ปรึกษาร่วม_____

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NOTICING/REFORMULATION

The goal of this study is to investigate the effects of the process of 'noticing' the linguistic features and discourse organization in the noticing tasks with reference to the reformulation on Thai EFL students' academic writing performance; by examining through two different levels of academic essay types; (1) a narration, and (2) an argument. Two different levels of EFL students' English language proficiency; more-successful and less-successful students were examined. Two levels of 'noticing'; (a) 'notice with understanding' and (b) 'notice without understanding', were investigated to see how these related to 'improved' changes in revision.

Seven Thai students majoring in English at Kasetsart University, Kampaeng Saen Campus participated in the study. These included 4 'more-successful' students and 3 'less-successful' students. In the experiment, they all wrote the two different levels of essay types.

The resulting outcomes of the study showed that (1) the process of 'noticing' 'linguistic features and discourse organization' develops Thai EFL students' writing performance; (2) 'notice with understanding' promotes more 'improved' changes in revision, as compared to 'notice without understanding'; (3) EFL students with a higher proficiency perform better than those with a lower proficiency in the quality

and the frequency of 'noticing' and resolving problems connected to the 'linguistic features and discourse organization'; (4) the 'improved' changes in the narrative writing does not show any significant difference from the 'improved' changes in argumentative writing through the 'noticing' process of the writing aspects; and (5) grammar is the most frequently noticed' area by the seven EFL students, as compared with the lexicon and discourse organization.

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Academic Year 2005

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Jirayu Tuppoom

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LIST OF IMPORTANT ABBREVIATIONS

MS = 'More-successful' Student

LS = 'Less-successful' Student

L = Lexicon

G = Grammar

D = Discourse Organization

L1 = First Language

L2 = Second Language

ESL = English as a Second Language

EFL = English as a Foreign Language

CHAPTER 1

INTRODUCTION

This study aimed to answer some of the critical questions that have been raised among L2 writing teachers regarding the most appropriate ways of the revision process of students of English as a Second Language (ESL) in the composition classroom, particularly in the EFL context. This chapter initially discusses the statement of the problem, significance and purposes of the study. Then related operational terms will be defined to gain more insights into the study.

1.1 Statement of the Problem

Overall, there is a general agreement that learners of English as a foreign language lack sufficient competence in any of English language skills due to the infrequent use of it. In EFL composition writing class, of course, difficulty is undoubtedly encountered by many of these students as they are assigned to write an essay.

In the composition writing class nowadays, process writing is often used as the method of choice on writing courses. It has greatly influenced the teaching of writing in ESL and EFL classes. Research on the L2 writing process has thrived since the early 1980s. The focus of attention has been mainly on the similarities between L1 and L2 writing processes. However, the effectiveness of 'process approach' in composition pedagogy has been argued among L2 writing specialists, especially in the EFL context. They argued that process approach is important to consider when applied to L2 composition in terms of student background such as linguistic and educational as well as

levels of L2 proficiency of ESL writers. They claim that the process may work well with L1 students, but it is insufficient for L2 writers due to the infrequent use of the English language. To compare with L1 writers, L2 writers, especially in EFL context always find it even more difficult to produce a good composition that meets the standard of academic essays. Their difficulties include selection of appropriate words, grammatical forms, discourse organization and rhetorical features to use in the way they wish to convey the meaning, apart from the content of their composition. That is to say, the nature of the students is important for consideration since English is not the official language used in their schoolwork or tests, except in their writing courses.

With respect to the process approach in this sense, understanding the nature of EFL writers should be the prerequisite to any attempt. Dealing with L2 writers in an EFL context involves more variables than that of L1. Many aspects should be added to L2 writing instructions. In other words, selection of words, idioms, grammatical forms and other language-related problems should be guided or addressed besides the process of writing. The 'noticing' strategy with special reference to the reformulation task was, therefore, applied to the present study as a strategy to revise their original drafts in the writing process. This is to make somewhat closer to the nature of L1 writers, and create a more practical way of learning their language skills. This is done by letting them compare their original first drafts (their own output) with the reformulation (the input). By means of this noticing strategy, the aspects of writing mentioned can be experienced by the students. The implicit knowledge learnt in the noticing tasks will then be used to revise in the process-based writing. To put it another way, gaps that the students learnt by comparing their own first drafts with the reformulation helps them more in selecting appropriate words, and idioms, using correct grammatical forms and improving discourse

organization in revision. To cite some examples, Thornbury's (1997: 334) claim that noticing with special reference to the reformulation allows for consciousness-raising at a whole range of levels: lexical, syntactic and discoursal. It is one of the learning strategies that is accessible for development and assists learning. Schmidt (1990, 1993, and 1994) points out that 'noticing' hypothesis are helpful and useful for second language learning.

In summary, by considering the abilities of EFL students and the multi-drafts that they are required to deal with, this study applies the 'noticing' strategy, with reference to the reformulation, to the learning of second language writing, and it provides the framework for this study.

1.2 Significance of the Study

As mentioned in the previous section, the nature of EFL students in the learning of second language writing is not that of L1 writers. Teaching writing as a process involves providing feedback and revision. This is because the needs of English as foreign language writers are different from those of native English speaking writers (Silva 1993) and this has useful pedagogical implications for revising. In order to hit the limitation of EFL student writers and to improve the final written production, we need empirical research on the influence of a particular type of feedback.

Revising/editing is a crucial aspect that has been of particular interest in the composing process. In other words, revision is a key component of the process-approach to L2 writing pedagogy. Research studies have illuminated the nature of the feedback given, the degree to which the feedback was used in subsequent drafts, and effects of different types of feedback (peer's and teacher's) in relation to the final product (Ferris et al., 1997; Hyland, 1998; Paulus, 1999; Ferris, 1999; Bitchener et al., 2005).

The nature and degree of feedback in regard to the improvement of the student's final written product is the issue to be discussed in this section. Responding to student's writing can be most frustrating and time-consuming. Factors that may influence the effectiveness of written feedback have been identified by some authors. Cohen and Cavalcanti (1990) point out that teacher's feedback may be unclear, inaccurate, and may lack balance among form, content, and style. Hyland (1998: 255) argues there should be a more open teacher/student dialogue on feedback since the feedback situation has great potential for miscommunication and misunderstanding. Qi and Lapkin (2001: 280) note feedback the teacher offers to the learner does not provide optimal conditions to help learners notice their errors, i.e. the gap between their language and the target language at the time that they receive and process the feedback. To mention the researcher's own situation, student writers frequently show repeated errors even though they get the teachers' explicit feedback. In Truscott's (1996) study, he argues that grammar correction in L2 writing classes should be abandoned because substantial research shows it to be ineffective and none shows it to be helpful in any interesting sense. He also considers and rejects a number of arguments previously offered in favor of grammar correction. In the meantime, Thornbury (1997) proposes that 'noticing' with reference to reformulation tasks is a technique in the development of students' writing skills: rather than simply correcting a student's composition, which usually involves attention to surface features of the text only. 'When reformulation takes place, it may be that the most useful feedback come from those areas of mismatch which students are themselves able to identify because those areas will accord with the stage of their skills development' (Johnson 1988 quoted in Thornbury 1997: 328).

Since most EFL students fail to produce an academically satisfactory essay, this study aims to contribute to the knowledge in ESL composition by providing insights that will help EFL student writers to move toward or come close to a native-like writing proficiency. The findings from the study should be beneficial to the development of second language writing in the EFL context.

Based on these observations, EFL students may require a particular way of receiving feedback for their revision in order to produce a successful writing that is different from the needs of students in a second language context or native English speaking students. With the framework of the noticing hypothesis (Schimidt, 1990), an effective way of learning, the researcher believes that the application of the noticing strategy with special reference to the reformulation task would effectively provide a proper degree of feedback for students in the foreign language context. To be more precise, this study proposed a noticing strategy with special reference to the reformulation task as a means of providing feedback for student's revision in the writing as process, especially for EFL students. This belief in the 'noticing' process provides the framework for this study.

1.3 Purposes of the Study

The purposes of this research are:

1. To explore the relationship of second language proficiency level as compared to the 'quality of noticing'.

2. To investigate the quality of 'noticing' related to 'improved' changes in written products when comparing between 'more-successful' and 'less-successful' students regarding two different levels of essay types; 'narrative' and 'argumentative'.

3. To investigate the role of ‘noticing’ in acquiring and developing English language writing abilities.

1.4 Research Questions

The following main questions will be explored in this study.

1. What do ‘more-successful’ and ‘less-successful’ EFL students ‘notice’ while comparing their own first draft (their output) with the reformulation (the input) in the noticing stage?

2. How effectively do ‘more-successful’ and ‘less-successful’ EFL students ‘notice’ while comparing their own first draft (their output) with the reformulation (the input) in the noticing stage ?

3. How do ‘more successful’ and ‘less successful’ EFL students’ differential degrees of ‘noticing’ of the writing aspects (lexicon, grammatical form and discourse organization) in the reformulation task relate to ‘improved’ changes in revision regarding two different levels of essay types?

4. Can the input derived from the ‘noticing’ task with reference to the native-like model text (reformulation) promote improvement in the writing performance of EFL students?

1.5 Limitations of the Study

1. This study is limited to undergraduate English majors at Kasetsart University. The subjects in the study have completed two basic levels of English composition. The context of pedagogy is rather specific, the findings from the study, therefore, have to be

considered and applied with great caution. It may not be a representative of other students at other institutes. However, the investigation could provide the basis for comparative analysis.

2. This study focuses on the effectiveness of techniques used in raising an awareness of English language learning to noticing linguistic features and discourse organization as they relate to the revising process of academic essays.

1.6 Definitions of Terms

1. Noticing

'Noticing' refers to the cognitive process when learners pay attention to the input which becomes part of the learning process known as *'intake'*. A particular interest in the intake of grammar as a result of the learner paying conscious attention to the input is known as 'noticing' (Schimidt, 1990). 'Noticing' is an awareness of anything that rouses one's attention. 'Noticing' in the present study refers to a strategy that the students use in the reformulation tasks. This is done by comparing their first draft with the reformulation. Raising awareness of learners' abilities to recognize linguistic features and discourse organization by noticing the differences, the students compare their original first draft with the reformulated version. Schimidt and Frota's (1986, quoted in Thornbury, 1997: 326) claim that learners must 'notice the gap'. That is to make comparisons between the current state of their developing linguistic system, as realized in their output, and the target language system, available as input.

2. Quality of Noticing

This study investigates improvement of the EFL writing performance through two levels of noticing.

(a) 'Notice with understanding' refers to the substantive writers' behavior in the reformulation task (comparing their first draft with the reformulation) in which they accept the native-like writing model with reasons or provide reasons that show their understanding.

(b) 'Notice without understanding' refers to the perfunctory writers' behavior in the reformulation task in which the linguistic features and discourse are not noticed or are only verbalized or are noticed without reasons provided or showing their understanding (read or see the text only).

3. Second Language Proficiency

Second language proficiency refers to level of proficiency of second language learners in four language skills. It is classified into two types: 'more-successful' students (MS) and 'less-successful' students (LS).

4. Reformulation

Reformulation is the main tool in the study used in the noticing task. Reformulation in this study refers to a native speaker's rewriting of an L2 learner's composition. Contents the learner provides in original draft is maintained, but its awkwardness, rhetorical inadequacy, ambiguity, logical confusion, style as well as lexical inadequacy and grammatical errors are tidied up (Levenston, 1978 quoted in Qi and Lapkin, 2001: 281). The written text provides a model of target language in such the way that learners

can make a comparison of their own first draft with a native writer's version (reformulation). According to Johnson (1988, quoted in Thornbury 1997), reformulation provides a model of what the behaviour should look like, and it is a clearest use for writing since 'it allows for consciousness-raising at a whole range of levels: lexical, syntactic and discoursal' (Thornbury 1997: 334).

5. Linguistic Features

(1) 'Lexicon' in the present study refers to the students' searching for the appropriate or right selection from 'all words and phrases used in a particular language' Wehmeier, 2005: 883) that suits the context in which it is needed or according to the meaning they wish to convey.

(2) 'Grammatical form' in the present study refers to the student's attention to the accurate use of grammatical rules which includes 'sentence structures, subject-verb agreements, verb forms, verb tenses, plural forms, comparative and superlative forms, punctuations, possessive markers, possessive pronouns, and spelling'(Qi and Lapkin, 2001: 287).

6. Discourse Organization

'Discourse organization' in the present study refers to the student's attention to 'organization of their written discourse, its structure beyond the level of the clause. Reference is made to rhetorical units, their interrelationships, and discourse types, such as paragraphs, introduction, and conclusions' (Cumming, 1989: 136). This includes logical sequencing, and achieving clarity in terms of content and organization which is not interfered with by the first language that needed to be rewritten to make it a native-like.

7. A Narrative Essay

This type of essay refers to an informal style, representing a simple structure where ideas and contents expressed are considered to be closely related to the writer's personal experience. The factual data based on the writers' personal experiences should have been readily available to their working memory.

8. An Argumentative Essay

This type of essay refers to a formal style, representing a more complicated structure in which the structure and contents are more complex and considered not directly related to the writer's experience. It is about the writer's opinion.

9. Revision

Revision in this study refers to the final written production in which the students conduct after they learn through the noticing tasks, as they compared their original first drafts with the reformulated version or the native speaker modeling text.

CHAPTER 2

LITERATURE REVIEW

This chapter discusses the belief in the role of noticing in L2 learning process, especially in relation to ESL composition writing. Following that, the development of teaching composition will be discussed to survey approaches and the beliefs behind them including the L2 composition in EFL context will be focused on in greater details. Methods in current ESL composition studies; think-aloud protocol technique and reformulation, will be then highlighted, and revision through 'noticing' with reference to the reformulation task will be clarified. Finally, relevant research relating to teaching ESL composition will be discussed.

2.1 'Noticing': Definitions and Roles in L2 Learning

Before discussing the role of noticing in second language learning, it is important to define several basic concepts and related terms. These terms include 'consciousness raising', 'focus on form', and 'language awareness'.

(1) 'Consciousness raising' is used by Schmidt (1990), Smith (1981), Rutherford (1987), and Fotos 1993. This term is later called 'awareness raising' to avoid ambiguity and difficulty in dealing with the thought (MaLaughlin, 1990; Tomlin & Villa, 1994, quoted in Leow, 1997). Rutherford and Sharwood (1987: 3) defined the term 'consciousness-raising' covering the term awareness-raising in the field of secondlanguage learning. The term 'consciousness-raising' refers to the drawing of learners' attention to the formal properties of language (Rutherford et al., 1985).

Ellis (1997) views ‘noticing’ as slightly different from ‘consciousness-raising’ in the sense that noticing makes up the actual acquisition of linguistic features and supposed implications for language process. Whereas consciousness-raising through formal instruction does not expect the learners to use a particular linguistic feature derived from their attention even if learners may then notice a particular linguistic feature in subsequent input.

According to Schmidt’s ‘noticing hypothesis,’ (1990, quoted in Leow, 1997: 468) consciousness, in the sense of awareness of specific forms in the input at the level of noticing (conscious attention), is necessary for language learning to take place.

‘Attention’ refers to a variety of mechanisms including alertness, orientation, and noticing. It is essential for storage and a forerunner to hypothesis formation and testing. It allows second language learners to notice the differences between their existing knowledge of language forms and what they hear or what is produced by speakers of the second language. "Noticing is of considerable theoretical importance because it accounts for which features in the input are attended to and so become intake (information stored in temporary memory which may or may not be subsequently accommodated in the interlanguage system)" (Ellis 1994)

(2) ‘Focus on form’ is used by Doughty and Williams (1998), and Long and Robinson (1998). “Focus on form” as defined by Doughty and Williams (1998), contrasts with the term “focus on formS” in the sense that the traditional notion of *form*S always entails isolation or extraction of linguistics features from context or from communicative activity. Unlike the fundamental assumption of focus-on-form instruction, it focuses on meaning and use that must already be evident to the learner at the time that attention is

drawn to the linguistic apparatus needed to get the meaning across. Similar to Long (1991: 45-46), 'focus on form'…overtly draw students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication. Plus, Long and Robinson (1998: 3), 'focus on form' often consists of an occasional shift of attention to linguistic code features – by the teacher and/or one or more students-triggered by perceived problems with comprehension or production.

(3) 'Language awareness' is used by James and Garrett (1991), and Tomlinson (2003). According to Tomlinson (2003: 251), 'language awareness is a mental attribute which develops through paying motivated attention to language in use, and which enables language learners to gradually gain insights into how languages work. It is also a pedagogic approach that aims to help learners to gain such insight.' Van Lier (2001: 347) points out that language awareness is distinguished from a teaching approach which advocates giving explicit knowledge to the learners. Language awareness is not such a top-down transmission of language knowledge. It is not taught by the teacher or by the course book; it is developed by the learners. It is an internal, gradual, realization of realities of language use. It is driven by the positively curious learner paying conscious attention to instances of language in an attempt to discover and articulate patterns of language use. Hawkin (1984, quoted in Tomlinson, 2003) notes that a key element of language awareness is that learners discover language by themselves

Among these terms that have been defined, the term 'noticing' as defined by Ellis (1997) denotes the actual acquisition of linguistic features and expects implications for language process, is selected for this study. The main point of noticing the input which later becomes intake is best concluded as, firstly, to help learners to notice for themselves

how language is typically used so that they will note the gaps and achieve learning readiness; and secondly, to help learners develop their cognitive skills to become independent to learn the language beyond the classroom (Tomlinson, 1994, quoted in Tomlinson 2003: 252).

According to Ellis (1994, 1997), noticing accounts for the way in which input becomes intake prior to processing and availability for integration into a learner's developing interlanguage system. Sharwood-Smith (1981), Rutherford (1987) and McLaughlin (1987) advocate that noticing a feature in the input is an essential first step in language processing. Sharwood-Smith, Rutherford and McLaughlin note that noticing a feature in input may be a conscious or an unconscious process while Ellis (1997) considers that "noticing the gap" is a conscious process. Krashen (1981, 1982, and 1985) claims that second language acquisition is a largely subconscious process in which conscious learning serves merely to monitor or edit non-consciously acquired knowledge base. Paradis (1994 quoted in Robinson 1995) claims that separate consciously and non-consciously accessed systems of memory are differentially responsible for L2 learning.

Krashen (1981, 1982 quoted in Robinson, 1995: 302) claims that information processing during “acquisition” and during “learning” both require conscious attention to form at input. However, information processing leading to acquisition is data-driven and results in the accumulation of instances, whereas information processing that leads to learning is conceptually-driven, involving access to schemata in the long-term memory.

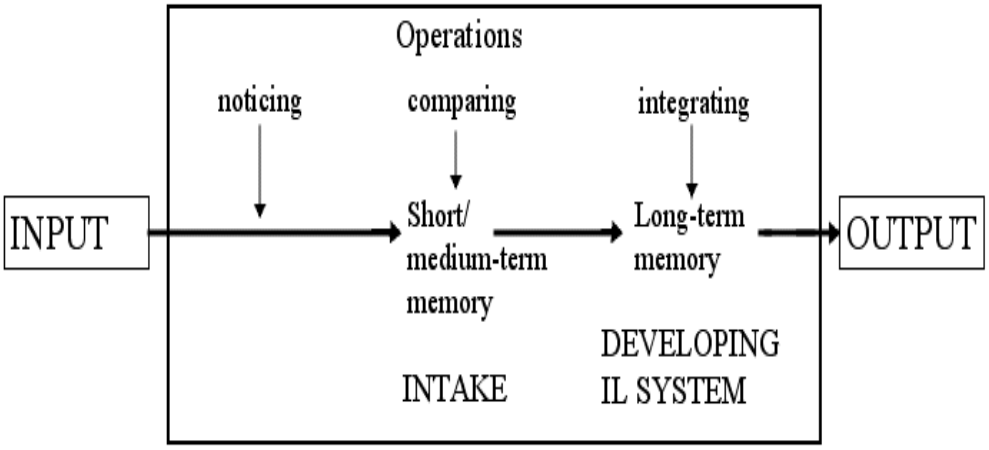
Aspects of consciousness in the field of language acquisition were identified by Schmidt (1990) as awareness, intention and knowledge. Consciousness as awareness embraces noticing. He argues that learners must first consciously notice some particular

form in the input before any subsequent processing of that form can take place. Schmidt (1995: 20) claims that what learners notice in input is what becomes intake for learning no matter how deliberately a learner attends to a linguistic form in the input. If it is noticed, it becomes intake and such noticing is a necessary condition for L2 acquisition. Schmidt's (1990, 1993, and 1994) noticing hypothesis claimed that all learning requires attention. There is no learning without awareness at the level of noticing. It is necessary for converting L2 input to intake.

Schimidt and Frota (1986, quoted in Thornbury, 1997: 326) suggested that two kinds of noticing are necessary conditions for acquisition. First, learners must attend to linguistic features of the input that they are exposed to, without which input cannot become 'intake'. Second, learners must 'notice the gap'. That is to make comparisons between the current state of their developing linguistic system, as realized in their output, and the target language system, available as input.

Ellis's model (1997b:119), as shown in Figure 2.1, illustrates clearly Schmidt's hypothesis and the position of noticing in L2 learning.

Figure 2.1 The process of learning implicit knowledge



‘Noticing’ operations occupy a key role in Ellis’s model. According to the model, the first stage in which input becomes intake involves learners noticing language features in the input. The operations create short-term memories or awareness and can be developed to long-term memory. In the second stage, language items that are processed in short-term memories later become long-term memories and produced as output. Language items that are not processed or not further encoded into long-term memory will be lost.

Research involving the role of noticing, have shown interest in these concepts and have rapidly developed their theories and expertise. The effects of awareness or noticing in the human attentive system while learning have been extensively investigated in second language learning Findings of those studies have recently claimed that conscious attention or noticing the form of input is necessary and play an important role in promoting second language development (Schmidt, 1990, 1993, 1994, 1995; Fotos & Ellis, 1991; Carr and Curran, 1994).

Quality of noticing

According to Schmidt (1990), the noticing hypothesis postulates two levels of awareness: awareness at the level of noticing (by referring to the targets without mentioning any rules) and awareness at the level of understanding (by referring to the targets with explicit formation of the rules. ‘Understanding’ is an important notion that refers to a higher level of awareness, that of ‘noticing only’ (Schmidt, 1993: 213). ‘Notice with understanding’ in Qi and Lapkin’s sense (2001) is an instance of noticing

that is substantive. That is ‘noticing and providing reasons. On the contrary, ‘notice without understanding’ is perfunctory. That is noticing only and without giving reasons.

The differential degrees of awareness in second language acquisition have been investigated by Leow (1997), for instance. He investigated the role of awareness with respect to the role of levels of awareness in relation to Schmidt’s noticing hypothesis in second language acquisition (1990, 1993, 1994, and 1995). One of the crucial findings was that different levels of awareness lead to differences in processing, and more awareness contributes to more recognition and accurate written production of noticed forms.

‘Quality of noticing’ is one of a variable in the present study. This study investigates improvement of the EFL writing performance through two levels of noticing. That is, (a) ‘notice with understanding’, a substantive writers’ behavior in the reformulation task (comparing their first draft with the reformulation) in which they accept the native-like writing model with reasons or provide reasons that show their understanding; and (b) ‘notice without understanding’, a perfunctory writers’ behavior in the reformulation task in which the linguistic features and discourse are not noticed or are only verbalized or are noticed without reasons provided or showing their understanding.

2.2 Teaching Composition

After the idea that focusing on accuracy or correctness of linguistic features is ineffective in the way that it prevents students from the meaningful development in their composition. Traditional grammar does not lead to improved writing and was found to have no effect on raising the quality of the student’s writing (Hillocks, 1986). Results of a number of studies on teaching compositions in the 1980s have been revealing

in the way that accuracy or patterns cease to be used. The terms ‘accuracy’ and ‘patterns’ were replaced by process-oriented terms such as **‘multiple drafts’** and ‘**making meaning**’. Aspect of revising or editing is of particular interest. Grammar errors were viewed as a natural part of language learning. ESL composition teachers emphasized more generating ideas by having students produce large quantities of free writing. Zamel (1983) claims that advanced ESL writers experience writing as a process of discovering meaning. She observed that her skilled ESL students were not concerned much with surface-level (grammar) errors at the beginning. They addressed them as a final clean-up process. Raimes (1991: 410) believes that grammar instruction should be “*delayed until writers have grappled with ideas and organization*”. By that time, grammar instruction was omitted by ESL teachers of writing.

Researchers in recent years have emphasized the needs for ESL writing classes to move to a process approach that aimed to move away from the idea that writing was another way of grammar practicing. It would teach students that successful writing is also about strategy to generate ideas; composing multiple drafts, dealing with feedback, and revising their written work at all levels (Paulus, 1999; Muncie, 2002).

Some L2 composition researchers have begun to focus on the importance of rhetorical forms. Reid (1986: 152), for instance, claims that ESL students need the framework of American academic prose, such as introduction, thesis statement, paragraph structures with topic sentence and supporting details, and conclusion. She proposes that most ESL students need a framework in order to produce pieces of writing that meet the expectations of academic audiences. She believes once students have learned these elements, they will be able to operate freely within the framework.

As composing process, findings of those studies suggested that L1 writing process could be applied to ESL student writers. Since inexperienced L1 and L2 writers appear to share similar characteristics such as (a) they lack a sense of direction as they undertake writing tasks, (b) experience difficulty organizing information, and (c) often get stuck at intermediate steps in their composing and revision process (Cumming, 1989, Raimes, 1985), many models of L2 composing pedagogy assume that L2 writers benefit from the same instructional techniques as those used in L1 settings (Krapels, 1990 and Leki, 1992 (quoted in Ferris and Hedgcock 1998: 6). In research that particularly emphasizes writing processes, it appears that L2 writers make use of the same sets of composing process, however, for various reasons; many L2 writers apply these composing processes with less ability than is shown by L1 writers (Raimes, 1985). Research studies suggested that L1 writing process could not fully be applied to ESL student writers. The issue is discussed in the next section.

2.3 Differences in L1 and L2 Writing

A number of specific findings from recent research suggest that L2 writing has a great many differences from L1 writing-more, perhaps, than it has similarities (Grabe and Kaplan, 1996: 143). One area of difference between L1 and L2 students is that L2 writers face constraints deriving from potentially limited linguistic abilities in the L2. Grabe and Kaplan, 1996: 143) point out it is clear that limited knowledge of vocabulary and language structure constraint an L2 writer's performance. Raimes' (1985), case studies of six unskilled ESL writers, for instance, contradicted those of Zamel (1983). Whereas Zamel's study indicates the similarities between the writing strategies of L2 and

skilled L1writers, Raimes' study shows there are significant differences between the writing processes of unskilled ESL and those of basic L1 writers. In addition, studies of unskilled L1 writers have shown that poor writers tend to see revision as largely a matter of rewording and correcting surface errors (Perl, 1979, quoted in Kim, 2001). In terms of content and meaning, however, Raimes (1985) found that her unskilled ESL students were as much concerned as most L1 skilled writers. Her study showed the idea that some of the previous L1 composition findings may not apply to L2 composition. She pointed out that treating unskilled ESL students in the same way as basic L1 writers is misguided. Theory of L1 composition before applying to the L2 situation should be examined to see whether it suits the needs of L2 composition students. This would be examined in areas such as level of L2 proficiency, their background in education and culture, and their previous writing pedagogy. To cite more examples, as Silva (1993: 667) observed, L2 writing is strategically, rhetorically and linguistically different in important ways from L1 writing. Wang and Wen (2002) point out one important difference between the L1 and L2 writing process, which is that L2 writers have more than one language at their disposal. That is, they may use both L1 and L2 for cognitive operations when they are composing in the L2. They conducted an exploratory study with 16 Chinese EFL writers. The finding reported more L1 use was found more in narrative writing tasks than in the argumentative writing. Therefore, ESL writing teachers should understand the basic distinctiveness of L2 student writers.

Ferris and Hedgcock (1998: 15) conclude a general foundation for considering the issue above as follows:

- ESL writers, by virtue of their emergent language proficiency and literacy skills in English, should not be expected to perform as well as native English speaker

writers (Silva, 1993). The form and content of ESL writing is inherently (and thus naturally) different from native English speaker writing in qualitative terms.

- ESL writers come to the composition classroom with needs specific to their status as non-native speaker students. That is, given their implicit and explicit linguistic knowledge, prior educational training, L1 and L2 literacy skills and cognitive/metacognitive skill and strategy use, ESL writers have unique instructional needs that may not be appropriately or effectively addresses in mainstream composition course (Silva, 1993)
- Apprentice ESL writers may require 'more of everything' in terms of procedures, content, practice, and feedback than their native English speaker counterparts (Raimes, 1985: 250). That is, L2 composition teachers offer their learners the greatest benefit by devoting 'more time and attention across the board to strategic, rhetorical, and linguistic concerns' (Silva, 1993: 670)
- L2 writing pedagogy may be most effective when it directs writers' attention toward macro- and micro-level concerns, including audience expectations, patterns for producing unfamiliar rhetorical forms, and tools for improving lexico-grammatical variety and accuracy (Grabe and Kaplan, 1996; Silva, 1993)

In EFL countries, process writing is often used on L2 writing courses. In this context, composition for student writers is more difficult than it is for ESL students in L1 countries in the sense that English is not the language of the community, EFL students have not received as many opportunities to use the language as those in English speaking countries. They only use it to communicate with foreigners or when otherwise needed. It is not frequently used as in English speaking countries where English is the official language. Thai EFL student writers do not have enough skills to select appropriate words, patterns and rhetorical forms due to a lack of practice as compared to those in native or English speaking countries. To meet an academic standard of composition, EFL students are most basically concerned with a scarcity of authentic input. For them, it is certainly harder than for those students who are native speakers or those who use English as a second language. The way L1 and L2 learners acquire language is also different. Radford (1997) points out that native speakers have grammatical competence in their native

language, for example, in the process of grammar acquisition. That is to say they have tacit knowledge of the grammar of their language. They have no conscious awareness of how they learn grammar. On the other hand, second language learners do not have tacit knowledge of grammar as do native speakers.

In EFL composition, grammar is at least a tool used to convey their ideas. It is hard for L2 students to transfer their thoughts if they do not get familiar with forms. As research studies on EFL composition, Chinnawong (2002: 15), for instance, suggests "grammar and vocabulary are the crucial problem areas that must be attended to". She suggested discourse organization is needed for EFL writers. She also pointed out that high proficiency writers tend to develop ideas more successfully than low proficiency ones.

Based on these observations, EFL student writers require 'more of every thing' in terms of procedure, practice and feedback (Raimes, 1985: 250) and need to apply more effort into word choice, form and rhetorical features than native writers do in order to meet the standard of academic essays.

2.4 Methods in Current ESL Composition Studies

2.4.1 Think-aloud Protocol Technique

A number of researchers have used a think-aloud protocol technique as a source of data on cognitive process in L2 writing research (Uzawa, 1996; Paulus, 1999; Wang and Wen, 2002; Wang, 2003). Think-aloud protocol is a verbal record of what a writer has produced during a writing task. What is verbalized is normally what has been attended to, Qi and Lapkin (2001: 287).

2.4.2 Reformulation

Reformulation, which was first proposed by Levenston (1978), refers to a native speaker's rewriting of a second language learner's composition. Content the learner provides in the original draft is maintained, but its awkwardness, rhetorical inadequacy, ambiguity, logical confusion, style, and so on as well as lexical inadequacy and grammatical errors are tidied up (Levenston, 1978 quoted in Qi and Lapkin, 2001: 281). The written text provides a model of target language in such a way that the learner can make a comparison of his/her own draft with a native writer's version of it. According to Johnson (1988, quoted in Thornbury 1997), reformulation provides a model of what the behaviour should look like, and it is a clearest use for writing since 'it allows for consciousness-raising at a whole range of levels: lexical, syntactic and discoursal' (Thornbury 1997: 334).

The effectiveness of reformulation has been investigated and reports that learners at intermediate levels and above seem to benefit from using this technique. Ellis (1995 quoted in Thornbury 1997: 326) prefers the term 'cognitive comparison' since 'this better captures the fact that learners need to notice when their own output is the same as the input as well as when it is different' (ibid.: 90). Thornbury (1997: 327), for instance, claims that reformulation has gained currency in recent years as a technique in the development of students' writing skills. The teacher reformulates the student's first written text using the content the student has provided, but recasting it so that the rewritten draft approximates as closely as possible to a putative target language model. It is then available for comparison with the student's own draft. According to Willis (1990,

quoted in Thornbury 1997: 328), reformulation is consistent with a fluency-to-accuracy, that is, one that encourages learners to make the best use of whatever language they have. It assumes that learners will find ways of encoding the meanings they have in order to achieve the outcome. According to Thornbury (1997), once encoded by the learner, these meanings are then 're-encoded' or reformulated by the teacher. In the present study, noticing with special reference to the reformulation tasks allowed student writers to compare their own drafts with the reformulated versions. It acts as an implicit source of feedback that helps EFL student writers to revise their first drafts. Providing feedback by this method, the researcher believes that it promotes EFL students' noticing as well as promotes an independent and autonomous method of learning.

2.5 Relevant Research on ESL Writing and the Role of 'Noticing'

Very little research has been done to investigate the role of noticing in the teaching and learning of ESL composition writing, especially for EFL students. For example, in Leow's (1997) study, think-aloud protocols produced by 28 beginning adult L2 learners of Spanish were analyzed completing a problem-solving task on recognition and written production tasks. The study indicates (1) different levels of awareness lead to differences in processing; (2) more awareness contributes to more recognition and accurate written production of noticed forms; and the findings provide empirical support for the facilitative effects of awareness on foreign language behavior. In Isumi's et al. (1999) study, participants wrote on given topics. This was followed by the presentation of a model written by a native speaker. Her findings confirm that the 'noticing' process promotes improvement in production of the target forms. Similarly, in Qi and Lapkin's

(2001) pilot study, they claim that the reformulation promote noticing, and the quality of 'noticing', which relates directly to L2 writing improvement, is different for learners with different levels of L2 proficiency. In Takahashi's (2005) study of noticing in task performance and learning outcomes, 49 Japanese EFL learners were assigned to one of the instructional conditions: a form-comparison and a form-search condition. The study reported the learners in the form-comparison condition noticed the target request forms to a greater extent than those in the form-search condition, and the learners' higher awareness of the target forms tended to ensure the emergence of these forms during the post-test performance. Table 2.1 below illustrates the research on the role of noticing and ESL writing.

Table 2.1 Summary of Some Relevant Research on the Role of 'Noticing' and ESL Writing

Researcher	Focus of the Study	Educational Level	Method of Data Collection	Investigated Variable
1. Leow (1997)	Morphological forms	Adult	Think-aloud protocols	Levels of awareness, Recognition task and written production task
2. Isumi et al. (1999)	Linguistic forms	Tertiary	Underlying, Tests	Production of the target form
3. Qi & Lapkin (2001)	Lexical, forms, discourse	Postgraduate learners	Think-aloud protocols	L2 proficiency, L2 writing improvement
4. Takahashi (2005)	Target request forms	Tertiary	Pretest and posttest	Levels of awareness, differential degrees of input
5. The present study	Linguistic features and discourse organization	Tertiary	Think-aloud protocols, Gained scores of first draft and revision	L2 proficiency**,** level of understanding the noticed items, level of difficulty of essay types, L2 writing improvement

The next chapter focuses on the research methodology. Research procedure will be discussed in details.

CHAPTER 3

RESEARCH METHODOLOGY

In designing of the present study, various methodologies have been chosen based upon information gained from the literature review in the previous chapter. This chapter discusses the research methodology, subjects, data collection procedures, and instruments used in the study. This study was assigned to answer three research question with regard to what and how EFL student writers learn through the 'noticing' process with reference to the reformulation. Research Question 1 aimed to find out what writing aspects (lexicon, grammatical forms or discourse organization) 'more-successful' and 'less-successful' EFL learners attend to while comparing their own first draft (their output) with the reformulation (the input) in Stage 2. Research Question 2 aimed to find out how 'more-successful' and 'less-successful' EFL students 'notice' while comparing their own first draft (their output) with the reformulation (the input) in Stage 2. Research Question 3 aimed to find out how the quality of 'noticing' the writing aspects (lexicon, grammatical form and discourse organization) of 'more successful' and 'less successful' EFL students related to 'improved' changes in the final written products or revision regarding two different levels of essay types. Research Question 4 aimed to find out whether there is a significant difference between the students' first drafts and their revisions. This study employed scoring rubrics to measure improvements of subjects' written product and a think-aloud technique to help interpreting the subjects' writing tasks together with interviews as major research data gathering techniques.

3.1 Subjects

The subjects of this study were drawn from the population of third-year English major students. Seven students were selected from a pool of 39. These 7 subjects have already completed two basic levels of academic writing courses: English Writing 1 and 2. The reason for this was that they would already have a basic level of academic writing. The researcher could then start the experiment and investigate if the 'noticing' process could promote EFL writing right away with no need to teach them basic elements of the two different types of essay: 'narrative' and 'argumentative' writing. These subjects were all third-year students in the Department of Language, Faculty of Liberal Arts and Science, Kasetsart University, Thailand. All of them had been studying English as a foreign language for 14 years.

As for the first step of sample selection, 39 third-year English majors were given a pre-test of writing. They were asked to write on the given topic titled 'My Closest Classmate'. They all had an hour to complete the task. All students' pieces of writing were scored using the Test of Written English (TWE) Scoring Guide, a scoring criteria for TOEFL writing examination by Educational Testing Services, 1996 (see Appendix A).

The subjects were selected for the purposes of the study, on the basis of their proficiency in English as a second language. The subjects' English proficiency was established through (1) a pre-test of an academic essay writing using the Test of Written English (TWE) Scoring Guide; (2) grades received from English Writing and English Structure 1 and 2 courses; and (3) their GPAs. Two levels of ESL proficiency were distinguished: 'more-successful' students (MS) and 'less-successful' students (LS). 'More-successful' students resulted score of 4 or above according to the TWE Scoring

Guide (1996), had received grades ‘A’ or ‘B+’ from the previous courses offered by the university’s Faculty of Arts and Science and over 3.0 of their GPAs. ‘Less-successful’ students resulted score of 3 or below according to the TWE Scoring Guide (1996), had received grades ‘C’ or ‘D’ on the same courses, and fewer than 2.7 of their GPAs. The first four students with the highest pre-test writing scores and the last four students with the lowest pre-test writing scores were selected for the present study. Unfortunately, a subject who was considered a ‘less-successful’ student refused to join the study due to the tight schedule. The subjects of the study, therefore, included 4 participants of the ‘more-successful’ level of L2 proficiency, and 3 participants of the ‘less-successful’ level of L2 proficiency. See Table 3.1 and 3.2 below for more details. All subjects were involved in both Phase 1 (narrative writing) and Phase 2 (argumentative writing).

Table 3.1 Profiles of ‘More Successful’ Students

No.	Name	Writing score of pre-test	English Writing Course	English Structure 1	English Structure 2	GPA
1	‘More-successful’ Student1 (MS1)	4	B	A	B+	3.13
2	‘More-successful’ Student2 (MS2)	4	A	A	A	3.59
3	‘More-successful’ Student3 (MS3)	4	B	B	B	3.6
4	‘More-successful’ Student4 (MS4)	4	B+	A	A	3.27

Table 3.2 Profiles of 'Less-Successful' Students

No.	Name	Writing score of pre-test	English Writing Course	English Structure 1	English Structure 2	GPA
1	'Less-successful' Student 1 (LS1)	3	D+	C+	C+	2.67
2	'Less-successful' Student 2 (LS2)	2.5	D	C	C	2.37
3	'Less-successful' Student 3 (LS3)	2.5	D	D	D	2.14

3.2 Variables

The variables in the present study fell into two groups: 'independent' and 'dependent' variables.

3.2.1 Independent variable

The independent variable in this study was the noticing task in which the subjects compared their first drafts with the native-like model text reformed by the native speaker of English. The areas focused on for the writing aspects were lexicon, grammar and discourse organization.

3.2.2 Dependent variables

The dependent variables in the present study were levels of students' second language proficiency (more-successful and less-successful students), quality of noticing (notice with understanding and notice without understanding), and levels of difficulty of essay types (narration and argument).

3.3 Research Design

The research design consists of three main stages: the pre- experimental stage; the experimental stage; and the interpretation stage. The experimental stage was completed in two phases.

3.3.1 Pre- experimental Stage

The present study was carried out independently of normal classes since all subjects in the study have completed two Basic English writing courses. They have previously learned the structure of academic paragraphs and essays. Both ‘narrative’ and ‘argumentative’ paragraphs were included in English Writing 1 and 2. However, before all subjects had got involved in the experimental stage, there were a few things they still needed to know before hand. In this stage, primary interviews were conducted. The think-aloud technique and the noticing strategy were introduced and trained. The outlines of the two types of essays were guided.

3.3.1.1 Primary Interview

The initial interview was administered a week prior to the first writing session. This session lasted about 30 minutes. The main purpose was to learn about the students’ backgrounds related to ESL writing. Information gained from the interviews provided a helpful perspective in analyzing the overall process of each student’s composition. The following questions were asked:

A. What is your name?

B. How many years have you been studying English?

C. Which of these skills do you do best in English: listening, speaking, reading, or writing?

D. Which of these skills do you do least well in English: listening, speaking, reading, or writing?

E. What kinds of essays have you previously written: narrative, descriptive, or argumentative?

F. What, for you, is the most difficult aspect of your writing in English?

G. What do you most pay attention to when writing in English?

H. In what areas do you feel most and least confident in English composition?

- grammar
- organization
- vocabulary
- mechanics
- contents

3.3.1.2 Orientation to Think-aloud Technique

Right after the primary interviews, the subjects were trained before hand to produce think-aloud protocols which all subjects would need to produce while writing their first draft and their revision as well as while comparing their first draft with the reformulation in both Phase 1 and Phase 2. As part of this training, each subject was given problems and was asked to think aloud in the language of his/her choice. The session took about an hour.

3.3.1.3 Orientation to the 'noticing' strategy

The noticing strategy in which students were required to compare their first drafts with the reformulation in the noticing stage was guided before the two phases were conducted. The texts that the subjects produced at the pre-writing test were reformed by the native speaker who joined in the study. The subjects were guided as to the area of writing aspects being focused upon. These included the appropriate words or phrase selections, the correct use of language forms, and discourse organization. In doing so, the subjects were asked to notice the differences between the two texts by paying attention to word choices, forms and discourse organization. Protocols produced during the training were recorded to make sure that all subjects clearly understood the procedure and were ready to join the real experiment. This was in order to make sure that they would provide useful data for the study. Below is an example of a subject's written text and the reformulated version used to train her.

The subject's written texts:

> My classmate's name is Wichuda Deang-um. She from Bangkok.Her high school is Nawaminrachutich Horwong Nonthaburi. Wichuda is very friendly and fairly quiet. She loves to eat so much. She used to be in fat shape, but now she has lose some weight. She is in good shape because she always exercises in the evening. She like to listen to rock music. She usually talk about songs that she love to listen to. She wish she could go to Incubus concert, Incubus is a group rock music that she adores.

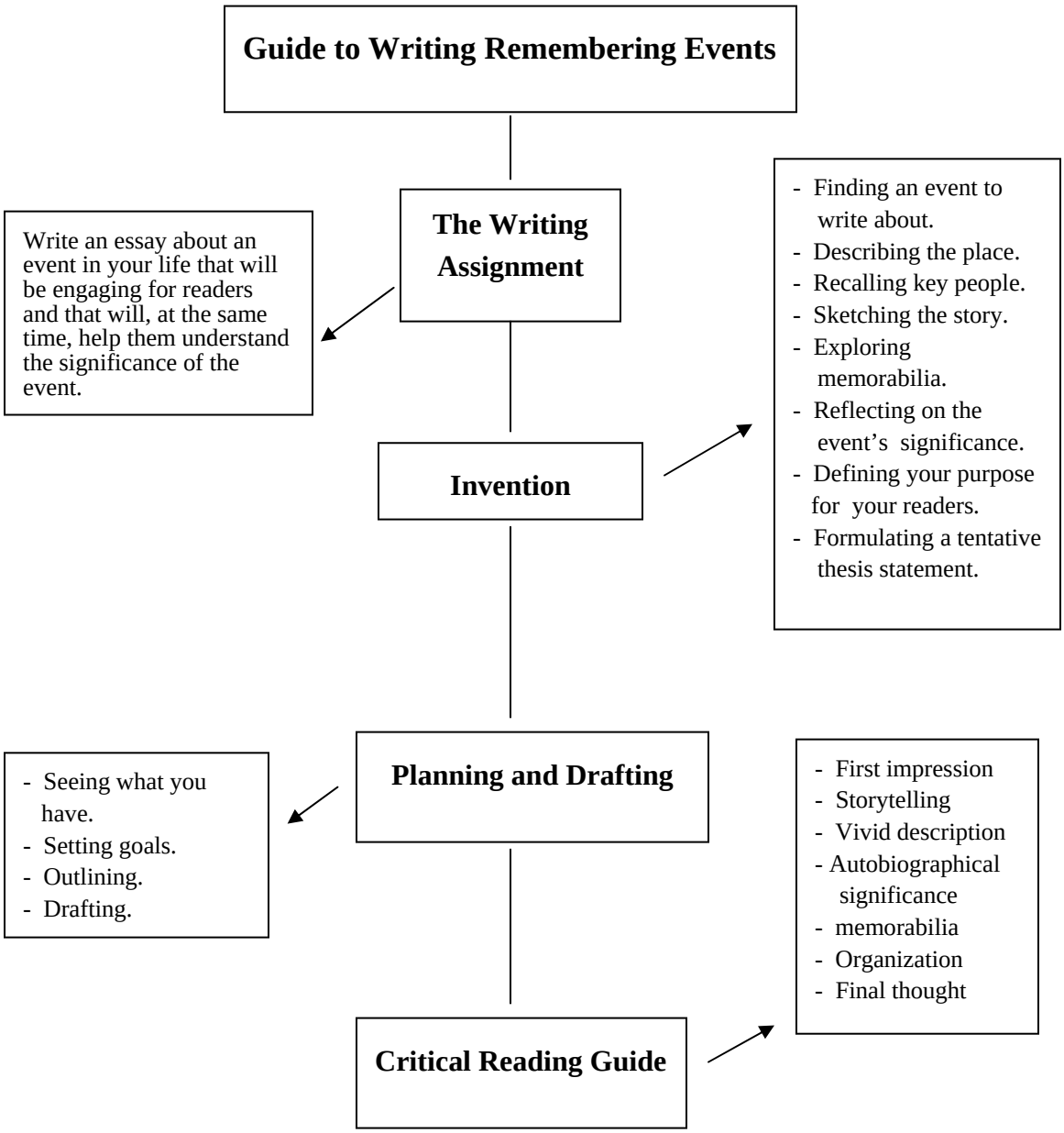
The reformulation:

> My classmate's name is Wichuda Deang-um. She is from Bangkok. She went to Nawaminrachutich Horwong School in Nonthaburi. Wichuda is very friendly and fairly quiet. She used to be fat because she loved eating so much. She is in good shape now because she always exercises in the evening, and she has lost some weight. She likes to listen to rock music and usually talks about songs that she loves to listen to. She wishes she could go to an Incubus concert. Incubus is a rock group that she adores.

3.3.1.4 Orientation to Each Type of Academic Essay

Before each writing task, all subjects had a 30-minute session to be instructed as to each type of academic essay. The outlines of each type of academic essay were administered. Figure 3.1 below is the guiding outline of the 'narrative' essay.

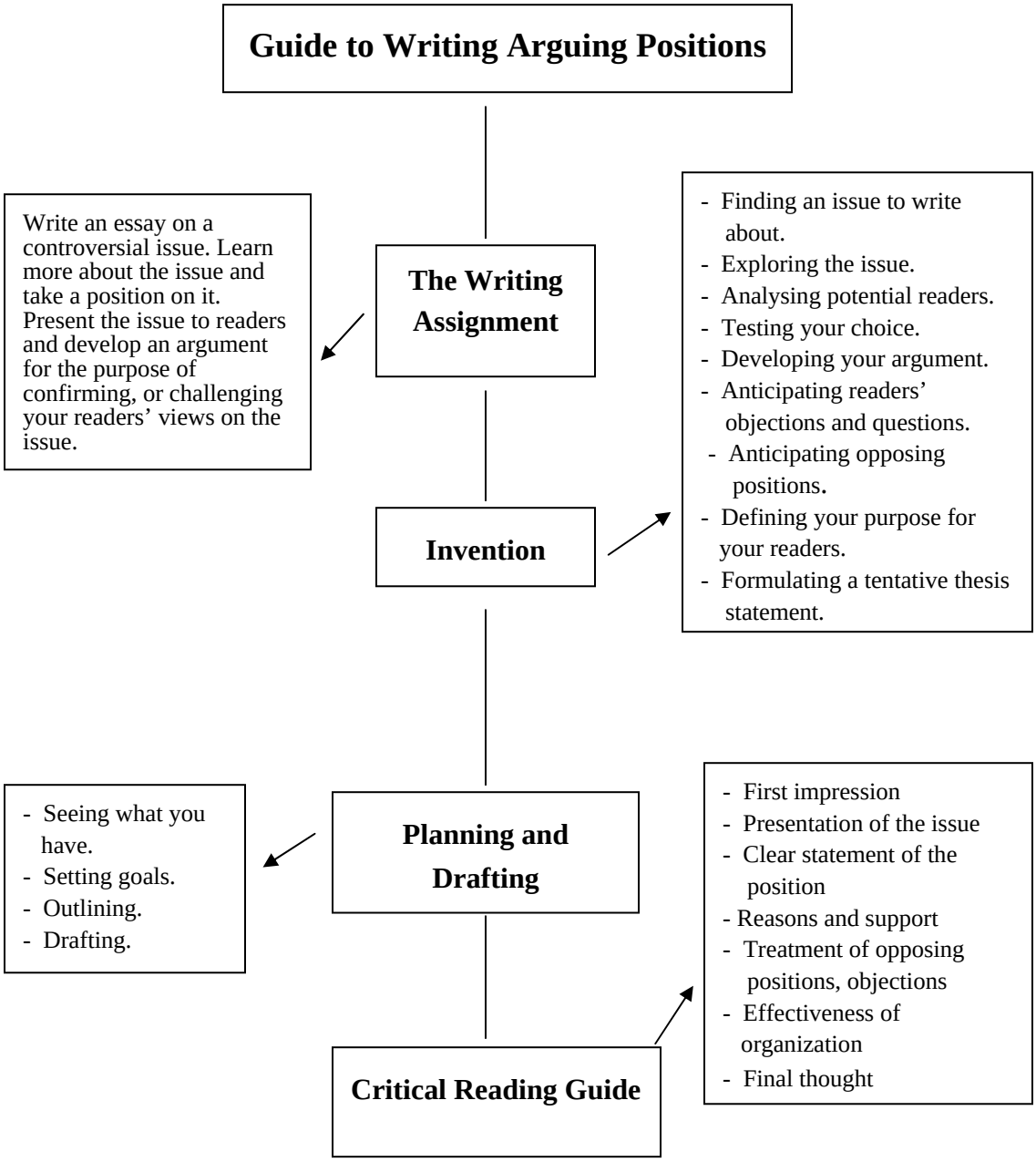
Figure 3.1: Outline of Guide to Remembering Events



Adapted from Axelrod and Cooper (2002: 42)

Figure 3.2 below is the guiding outline of the 'argumentative' essay.

Figure 3.2: Outline of Guide to Writing Arguing Positions



Adapted from Axelrod and Cooper (2002: 164)

3.3.2 Experimental Stage

In order to make the measurement more consistent and to investigate simple and complex aspects of writing process, the present study was conducted in two phases. Each phase followed the procedure as shown in Figure 3.4.

The different essay patterns vary in levels of difficulty, ranging from a basic level which can be written without any notes to a more difficult level that needs some additional footnotes to ensure they make sense. Therefore, two different levels of essay types were intentionally selected to make slightly different demands on the subjects' writing abilities, bringing about differences in rhetorical form, sources of information, and relation to personal experience. It was hoped that as a result of this, the vocabulary and grammar demands of these two varied writing tasks might stimulate writers to regulate their noticing strategies to deal with different writing requirements in each task context. Therefore, in Phase1, the writing task of 'remembering an event' represents an informal situation, in which subjects compose an essay on a well-structured domain based on familiar experience. In Phase 2, the 'argument' task of expressing an opinion represents a formal situation in which a subject's composition requires personal implication, and an intellectual aspect. The purpose was to compare the improvements within the same type of the essay (between first drafts and revision).

Phase 1: Narrative Writing

This type of essay refers to an informal style, representing a simple structure where ideas and contents expressed are considered to be closely related to the writer's personal experience. The factual data based on the writers' personal experiences should have been readily available to their working memory.

In Phase 1, all subjects were assigned to write a ‘narrative’ essay (remembering an event Task 1). In Task 1, all subjects were assigned to write under the topic ‘When I First Came to Kampaeng Saen Campus’. All subjects wrote their first drafts. A week later, they were asked to compare their first drafts with the reformulated version (noticing task). The first draft was finally revised after they had studied the reformulation through ‘noticing’ the following week.

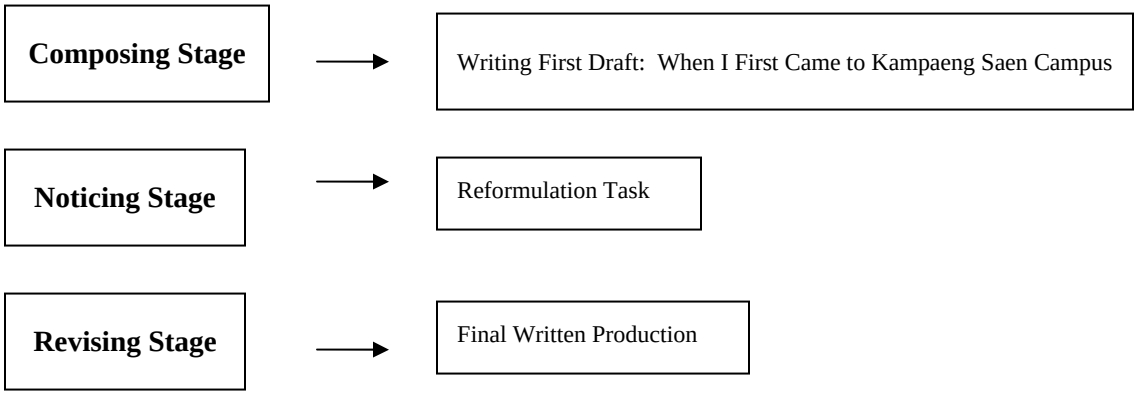
Phase 2: Argumentative Writing

This type of essay refers to a formal style, representing a more complicated structure in which the structure and contents are more complex and considered not directly related to the writer’s experience. It is about the writer’s opinion. The task asked the subjects to express their opinions about abortion in response to the question, ‘Should abortion be permitted?’ The task was chosen because it is assumed that this topic should have the potential to provoke writers to develop a problem space to answer the question, in which transformation could be involved in their thinking process while composing in L2.

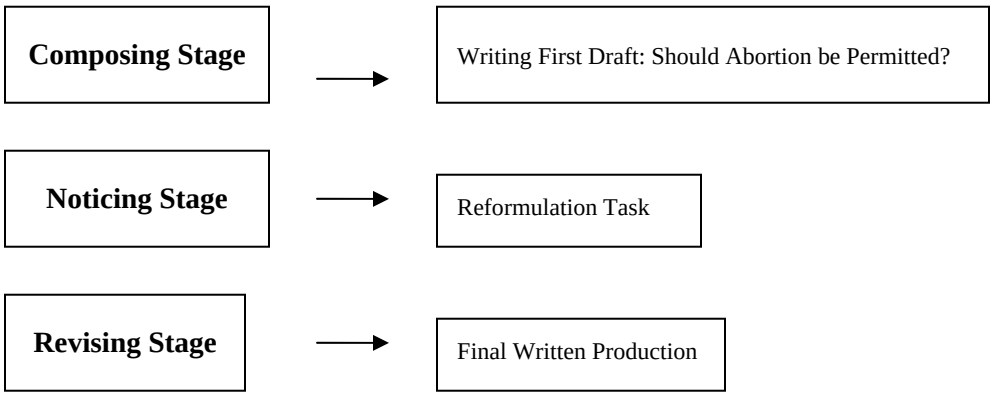
Phase 2 was conducted following exactly the same procedure as in Phase 1. In this phase, all subjects were assigned to write an ‘argumentative’ essay - arguing a position (Task 2). In Task 2, all subjects were prompted with a reading source which provided them basic data about the controversial issue. The prompt for the task is phrased, ‘Some people believe that abortion should be permitted, whereas, some do not. What do you believe? Write an essay in which you state your position and defend it’. Figure 3.3 below shows the procedure of each subject’s tasks in each stage.

Figure 3.3: Procedure in Each Phase

Phase 1: Narrative Writing Task 1 (Remembering an Event)



Phase 2: Argumentative Writing Task 2 (Arguing a Position)



Both Phases followed the same procedure. Each stage of the writing task is discussed in particulars as follows:

Composing Stage: Writing the first draft

Each subject had 45 minutes to compose his or her essay. While each subject was writing, an audio tape was used to record 'think-aloud' verbalizations (following procedures in Cumming, 1989, p. 89). The purposes are to record the 'think-aloud' and provide a back up copy of the verbalization. During the writing sessions, the researcher

remained in the corner of the room where he was visible to the subjects but his presence did not disturb them while they were writing. The subject was reminded to keep thinking aloud if he/she stopped talking for very long. In order to see students work out solutions on their own, dictionaries or any other aids were not accessed by students. Before submitting his/her writing, each subject was asked to proof read his/her writing at the end. The purpose was to make sure that the draft represented the subject's best possible version. The original first draft of each subject was then typed without corrections and three copies were made; one was reformed by a native speaker to use in the reformulation task (noticing); one was for the researcher to be analysed and coded into each category according to students' 'noticing' performance and the purpose of each research question, and the other copy was returned together with the reformulation in order for the writer to compare it with the reformulation (noticing task).

Noticing Stage: Comparing the first draft with the reformulated version

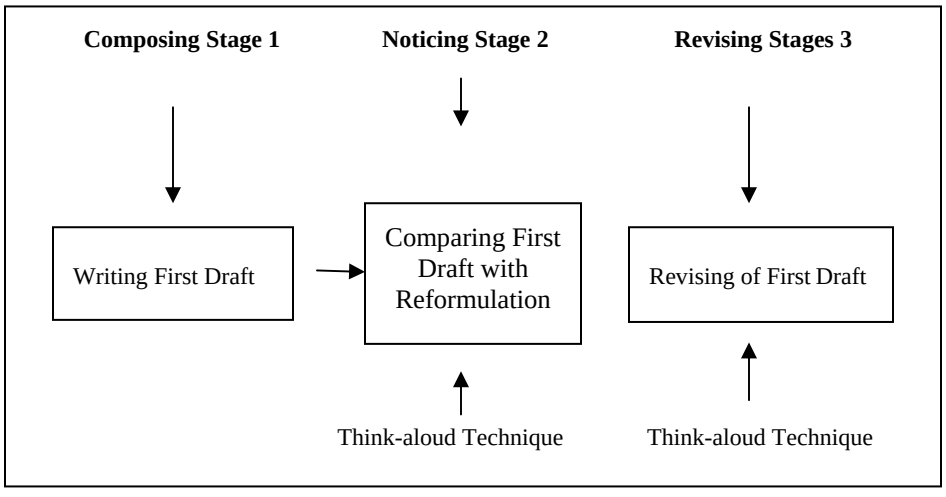
After each subject's first draft was collected, it was reformulated from the beginning to end to produce a native-like model by a native speaker of English. The person who reformed all subjects' first drafts in the present study was a native speaker of English. He has been teaching English composition courses to Thai EFL students at Kasetsart University for six years. He was informed by the researcher about how to produce the reformulated versions in order that each reformulation represented the best version of it, and it was in accordance with the study. That is, in the reformulated version, original ideas were maintained, morphological and syntactic errors were corrected; and problems in stylistics and logical sequencing at discourse level were removed.

A week later, each subject's own original draft and the reformulated version of it were given to each subject. Each subject was asked to think aloud while comparing his/her own draft with the reformulated version. The comparison process was recorded by audiotape. It was immediately rewound after the writing session. Each subject was asked to clarify actions while solving those problems in the follow-up interviews. This was to help the researcher to code the protocols. Two differential degrees of 'noticing' ('noticing with understanding' and 'noticing without understanding) were expected to be detected.

Revising Stage: Revision of the first draft

The subjects had 45 minutes to revise their first draft of each writing task a week later. Each subject received and was asked to revise his/her own first draft based on what each subject learned throughout the 'noticing' strategy with reference to reformulation. Figure 3.4 below illustrates the model of revision through noticing task.

Figure 3.4: Model of the Revision through the 'Noticing' Task



3.3.3 Interpretation Stage

All subjects were asked to produce think-aloud protocols while comparing their own output (their first draft) with the input (the native-like model reformed by a native speaker). The unit of analysis, problems related to linguistic features and discourse organization, was developed by the researcher. They were then identified from the think-aloud protocols (Qi & Lapkin, 2001) supported by the data from the follow-up interview and classified into three categories: lexicon; grammatical form; and discourse organization. Noticing behavior of each subject in each category was also classified as 'noticing with understanding' and 'noticing without understanding. These are according to the cognitive processes the researcher thought were the result of changes, depending on the analysis of each research question. The complete codes with a brief explanation used in the present study are as follows:

Lexical (L)

LA: Lexicon 'Notice with Understanding' or Accepted with Reasons (used to code in the noticing stage)

LN: Lexicon 'Notice without Understanding' or 'Notice Only' (used to code in the noticing stage)

LAI: Lexicon 'Notice with Understanding' 'Improved Change**'** (used to code in the revising stage)

LAU: Lexicon 'Notice with Understanding' 'Unimproved Change' (used to code in the revising stage)

LNI: Lexicon 'Notice without Understanding' 'Improved Change**'** (used to code in the revising stage)

LNU: Lexicon ‘Notice without Understanding’ ‘Unimproved Change’ (used to code in the revising stage)

Grammatical (G)

GA: Grammatical Form ‘Notice with Understanding’ or Accepted with Reasons (used to code in the noticing stage)

GN: Grammatical Form ‘Notice without Understanding’ or ‘Notice Only’ (used to code in the noticing stage)

GAI: Grammatical Form ‘Notice with Understanding’ ‘Improved Change’ (used to code in the revising stage)

GAU: Grammatical Form ‘Notice with Understanding’ ‘Unimproved Change’ (used to code in the revising stage)

GNI: Grammatical Form ‘Notice without Understanding’ ‘Improved Change’ (used to code in the revising stage)

GNU: Grammatical Form ‘Notice without Understanding’ ‘Unimproved Change’ (used to code in the revising stage)

Discourse organization (D)

DA: Discourse ‘Notice with Understanding’ or Accepted with Reasons (used to code in the noticing stage)

DN: Discourse ‘Notice without Understanding’ or ‘Notice Only’ (used to code in the noticing stage)

DAI: Discourse ‘Notice with Understanding’ ‘Improved Change’ (used to code in the revising stage)

DAU: Discourse ‘Notice with Understanding’ ‘Unimproved Change’ (used to code in the revising stage)

DNI: Discourse ‘Notice without Understanding’ ‘Improved Change’ (used to code in the revising stage)

DNU: Discourse ‘Notice without Understanding’ ‘Unimproved Change’ (used to code in the revising stage)

3.4 Data Collection

The data of the present study consists of the subjects’ think-aloud protocols during composing; and comparing their own first draft with the reformulation and revising sessions. This is incorporated with scores from the written product during the treatment. The subjects’ written products were scored by three independent raters using the rubrics (See Table 3.3 and 3.4). The instruments used to collect data include (1) Think-aloud protocols; (2) Scoring rubrics; and (3) Follow-up interviews.

3.4.1 Think-aloud Protocols

Think-aloud protocols in this study were defined as a verbal record of the subjects produced while comparing first drafts with reformulations (noticing stage) and revisions (revising stage). All of these sessions took place in the language laboratory when the lab was closed to other students. Coding systems were provided differently due to the purpose of the study. Twenty-eight think-aloud protocols of about 45 minutes long from the seven subjects were transcribed. Think-aloud protocols in each stage helped the researcher to identify and classify the subjects’ noticing behavior into three categories; lexicon, grammatical forms and discourse organization, and identify whether it is ‘notice

with understanding' or 'notice without understanding'. About 10% from the total 424 units of analysis in the noticing stage and another 10% from the total 424 units of analysis in the revising stage coded were randomly selected for a second coder to help check inter-coder reliability. The full set of data were coded for these three categories by the researcher after establishing reliability (85.71% and 88.10% agreement over 424 coding decisions for the noticing stage and the revising stage respectively) with the second coder on a randomly-selected 10% (i.e., 42 coding decisions of each stage) of the protocols (following procedures in Cumming, 1989: 93; Wang, 2003: 357). As for the transcription of subjects' think-aloud protocols, L1 use was translated to English. All spelling grammatical mistakes have been kept as in the original written texts.

3.4.2 Scoring Rubrics

Scoring rubrics were developed by the researcher related to the linguistic features and discourse organization being observed. Each scoring rubric was developed to use for each type of academic essay. Before the main study the scoring rubrics were piloted to build reliability with 2 EFL students at Kasetsart University, Thailand. The three raters who would join the main study were trained to rate the students' first drafts and their revisions using the scoring rubrics. The scale was an 8-point scoring guide. Each rater rated 2 first drafts and its revisions. All written products were coded blind. A correlation analysis (Kendall's tau_b) was undertaken to examine the inter-rater reliabilities. The correlations among the three raters revealed no significant difference. The two rubrics were also edited and approved by the experts to confirm their validity. The rubrics and the three raters, therefore, could be effectively used to provide reliable data for the statistical analysis.

In the main study, first drafts and revisions from both Phases 1 and 2 were scored by three independent raters using each type of scoring rubrics, one is a native speaker of English who has taught English composition courses at Kasetsart University for six years, and the other two are Thai instructors who have taught English composition courses to Thai EFL students for five years. Before scoring, the three raters were again informed of the criteria used for rating in order that the scores would be reliable. Table 3.3 and 3.4 below are criteria used to assign the students' scores for each type of essay.

Table 3.3: Scoring Rubric for Narrative Essay: Remembering Events

Trait	Scores	Criteria
Basic Features - A well-told story - A vivid presentation of places and people - An indication of the event's significance	**7-8**	**Excellent to Very Good** - Shaping the experience into a story memorably and wonderfully. - Relevant to assigned topic. - Using time markers or temporal transitions to cue readers and move the narrative through time very clearly. Well-organized and logical sequence. - Describing a very clear picture of places or people that play an important role in a remembered event. - Communicating an event's autobiographical significance by showing or telling readers what it means or how the event is important effectively. - Effective word/idiom choice and usage - Effective complex constructions. Few errors of language use.
	5-6	**Good to Average** - Shaping the experience into a story memorably. - Mostly relevant to assigned topic, but lacks detail. - Using some time markers or temporal transitions to cue readers and move the narrative through time. Loosely organized but main ideas stand out. - Describing a picture of places or people that play an important role in a remembered event. (Rubric continues on next page)

		- Communicating an event's autobiographical significance by showing or telling readers what it means or how the event is important sufficiently. - Occasional errors of word/idiom form, choice, and usage but the meaning does not make it difficult to see, hear or understand. - Minor problems in complex constructions. Several errors of language use.
	3-4	**Fair to Poor** - Partially shaping the experience into a story. - Inadequate development of topic. - Partially using time markers or temporal transitions to cue readers. - An idea disconnected and lacks logical sequencing and development. - Insufficiently describing a clear picture of places or people that play an important role in a remembered event. - Insufficiently communicating an event's autobiographical significance by showing or telling readers what it means or how the event is important. - Frequent errors of word/idiom form, choice, usage and meaning confused. - Major problems in simple/complex constructions. Frequent errors of language use.
	1-2	**Very Poor** - Not shaping the experience into a story. - Not enough contents to evaluate. - Not using time markers or temporal transitions to cue readers. No organization. - Do not describe pictures of places or people that play an important role in a remembered event. - Do not show or tell an event's autobiographical significance what it means or how the event is important. - Little knowledge of English vocabulary, idiom and word form. - Dominated by errors.

Table 3.4: Scoring Rubric for Argumentative Essay

Trait	Scores	Criteria
Basic Features - A focused presentation of the issue - A clear position - plausible reasons and convincing support - Anticipating opposing and objections	**7-8**	**Excellent to Very Good** - Presenting the debated issue to readers to promote a position effectively. - Relevant to assigned topic. - Well-organized and logical sequence. - Providing sufficient information to make sure that readers understand the issue. - Declaring the writer's position clearly. - Giving reasons explicitly with convincing support. - Strengthening the argument by anticipating reader's positions and objections. - Effective word/idiom choice and usage - Effective complex constructions. Few errors of language use.
	5-6	**Good to Average** - Presenting the debated issue to readers to promote a position effectively. - Mostly relevant to assigned topic, but lacks detail. - Loosely organized but main ideas stand out. - Providing information to make sure that readers understand the issue. - Declaring the writer's position clearly. - Giving reasons explicitly with convincing support. - Strengthening the argument by anticipating reader's positions and objections. - Occasional errors of word/idiom form, choice, usage but meaning does not make it difficult to see, hear or understand. - Minor problems in complex constructions. Several errors of language use.
	3-4	**Fair to Poor** - Presenting the debated issue to readers to promote a position. - Inadequate development of topic. - An idea disconnected and lacks logical sequencing and development.

(Rubric continues on next page)

		- Providing sufficient information to make sure that readers understand the issue. - Declaring the writer's position clearly. - Giving some reasons with convincing support. - Strengthening the argument by anticipating reader's positions and objections. - Frequent errors of word/idiom form, choice, usage and meaning confused. - Major problems in simple/complex constructions. Frequent errors of language use.
	1-2	**Very Poor** - Not presenting the debated issue to readers to promote a position. - Not enough contents to evaluate. - No organization. - Providing insufficient information to make sure that readers understand the issue. - Not declaring the writer's position. - Not Giving reasons with convincing support. - Strengthening the argument by anticipating reader's positions and objections. - Little knowledge of English vocabulary, idiom and word form. - Dominated by errors.

3.4.3 Follow-up Interviews

Follow-up interviews were conducted with subjects immediately after the noticing stage and the revising stage to allow more insight into this phenomenon. These are possible questions.

1. What do you 'notice' while comparing yours with the reformed text?
2. What differences do you 'notice'?
3. Did you 'notice'...?

4. What exactly do you mean when you write this sentence, this phrase or this word?
5. Did you have any difficulties during your writing session?
6. Was it difficult for you to think aloud while you were writing?
7. How do you like your first draft and revision?

The schedule for data gathering is provided in Table 3.5 below.

Table: 3.5: Data-gathering Schedules

Date	Monday	Friday
Pilot study		
Week One Feb 14&18, 05	Primary Interview: getting to know and think-aloud training	Writing First draft (Stage 1)
Week Two Feb 21&25, 05	Comparing first draft with reformulation (Stage 2)	Revising first draft (Stage 3)
Week Three Feb 28, 05	Follow-up interviews	
Real Experiment: Narration (Phase 1)		
June 17, 05 (Week 1)		Primary Interview: getting to know and think-aloud training
June 24, 05 (Week 2)		Stage 1
July 1, 05 (Week 3)		Stage 2
July 8, 05 (Week 4)		Stage 3
July 15, 05 (Week 5)		Follow-up Interviews

Real Experiment: Argument (Phase 2)		
Aug 19, 05 (Week 6)		Stage 1
Aug 26, 05 (Week 7)		Stage 2
Sept 2, 05(Week 8)		Stage 3
Sept 9, 05 (Week 9)		Follow-up interviews

3.5 Data Analysis

The data used for analysis in this study were drawn from two main sources. One was from the frequency, derived from all think-aloud protocols, of problems connected to linguistic features and discourse students encountered while noticing in the reformulation tasks, and revising their first draft. The protocols were transcribed thoroughly in English and Thai characters. Table 3.6 below presents the transcription conventions used in the present study.

Table 3.6: Transcription conventions

Convention	**Definition**
?	A question mark indicates a rising intonation at the end of a phrase.
…	Three dots represent a 3-second pause.
(Number)	Numbers in parentheses indicates the number of seconds of the longer pause.
<u>Written production</u>	An underlined written production such as a word, a phrase, and statement represents the subject's written text.
Bold type	Bold types in English indicate translated utterances from Thai

After all protocols were transcribed, they were coded and counted according to the purpose of each research question. The frequency of each subject being observed was then converted to percentage because of the unequal number of total aspects noticed for each writer. This was in order to make accurate comparisons which were then analyzed using SPSS for Windows. Because of the sample size, this study used the nonparametric statistical procedure to assess the significance of frequency of student writers' attention to writing aspects and the quality of noticing. The Mann-Whitney U Test was used to analyze the differences between groups, and Wilcoxon Signed Rank Test was used to analyze the differences within groups. The nonparametric statistic test is appropriate to achieve high power-efficiency for a relatively small study with data from two independent sample groups of the same population. The reason for using these tools was that the tests are considered valid for a small size of samples, and the distribution of the data is unknown. However, it is acknowledged that statistical errors may exist due to the small sample size and number of writing samples in the study. The other source was from scores gained from the same essays. These scores were incorporated with the analysis of the frequencies; scores gained from all writing tasks graded by three independent raters were analyzed using Wilcox on Signed Ranks Test to see if there was any improvement of linguistic features, discourse organization, and other aspects of writing.

3.5.1 Analysis for Answering Research Question 1

> *What do 'more-successful' and 'less-successful' EFL students 'notice' while comparing their own first draft (their output) with the reformulation (the input) in the noticing stage?*

This question was answered by counting the frequency of problems connected to linguistic features (lexicon and grammatical form) and discourse organization which the students paid attention to in the noticing task (comparing their

first drafts with the reformulation. The frequency was coded from the actual written products supported by think-aloud protocols recorded and the data from the follow-up interview. To answer this research question, linguistic features and writing aspects were coded into three broad categories: lexicon, grammatical form, and discourse organization for the units of analysis, based on Cumiming (1989), Qi and Lapkin (2001), and Wang (2003). Problems related to linguistic features were categorized and counted according to the linguistic focus. The discourse organization was categorized and counted according to the idea unit as units for analysis (following procedures in Qi and Lapkin, 2001, p. 287). To clarify these categories: (1) 'lexicon' – Searching for or noticing a correct word choice was classified to the category of lexicon; (2) 'grammatical form' - Applying a grammatical rule or noticing a grammatical difference was classified to the category of grammatical form; (3) 'discourse organization' - Problems related to the discourse organization were categorized and counted depending on the ways in which 'idea units' across the text were developed through the appropriate use of language as units for analysis. By using the linguistic focus and idea units as units for analysis, it was hoped that the student writers' noticing behaviours and their written products would be highlighted and later be investigated. Each category with its definition and examples for coding scheme are as follows:

Table 3.7: Categories for coding

Category	**Description**	**Example**
Lexical	Refers to the students' searching for the appropriate or right selection of 'words from the total stock of the given language' (Wehmeier, 2005: 883) that suits the context in which it is needed or according to the meaning they wish to convey.	My parents picked me up to the dormitory... **is reformed as**... Later, my parents dropped me off at the dormitory... **change**... 'pick up'...**to**...'dropped off'... **better meaning** (MS2: narration)

Category	Description	Example
Grammatical form	Refers to the student's attention to the accurate use of grammatical rules which includes 'sentence structures, subject-verb agreements, verb forms, verb tenses, plural forms, comparative and superlative forms, punctuations, possessive markers, possessive pronouns, and spelling' (Qi and Lapkin, 2001:287).	**I wrote**... there was... **yeah**...**I was wrong**...**should be**...'there were'... there were 3 or 4 activities. (MS4: narration)
Discourse	Refers to the student's attention to 'organization of their written discourse, its structure beyond the level of clause. Reference is made to rhetorical units, their interrelationships, and discourse types, such as paragraphs, introduction, and conclusions' (Cumming, 1989: 136). This includes idea development, logical sequencing, and achieving clarity in terms of content and organization which is not interfered by the first language that needed to be rewritten to make it a native-like.	When I first came to Kampaeng Saen... **um**...**the first point I see is in the introduction**...**such as**... Upon arriving at the university ...I soon became impressed with it and all it had to offer...**this is shorter and clearer and better**...**my introduction must be redundant** ...**not concise enough**...**okay**...**now it's better**. (LS1: narration)

The frequency of problems connected to linguistic features and discourse organization in each category were counted and converted to percentages because of the unequal number of problems connected to linguistic features and discourse organization or writing aspects noticed for each student.

3.5.2 Analysis for Answering Research Question 2

How effectively do 'more-successful' and 'less-successful' EFL students 'notice' while comparing their own first draft (their output) with the reformulation (the input) in the noticing stage ?

To answer how EFL learners notice while comparing their first draft with the reformulation was by counting the frequency of two levels of 'noticing' of language-related problems (lexical and grammatical) and discourse organization) whether it is 'notice with understanding' or 'notice without understanding'. If the students reported things to show they realized or understood the target linguistic features and discourse

organization, it was marked as **'notice with understanding'** (accept the reformulation with reasons). If they just read as they were producing the texts or only notice, it was marked as **'notice without understanding**' ('notice only' or 'notice with no reasons provided').

The total number of language related problems will be summed up under the following coding system.

A = 'Notice with understanding'

N = 'Notice without understanding'

These following codes were used only in Stage 2.

Lexical Category

LA: Lexical 'Notice with understanding'

LN: Lexical 'Notice without understanding'

Grammatical Category

GA: Grammatical Form 'Notice with understanding'

GN: Grammatical Form 'Notice without understanding'

Discourse Category

DA: Discourse 'Notice with understanding'

DN: Discourse 'Notice without understanding'

The coding system of this analysis will again be illustrated with concrete examples. This will show how the actual written products supported by think-aloud protocols are coded as 'notice with understanding' or 'notice without understanding' To clarify

whether it is ‘notice with understanding’ or ‘notice without understanding’. The following two examples show how the problems are coded as ‘notice with understanding’ or ‘notice without understanding’.

Example 1: Lexicon (adj.--‘notice with understanding’)

MS2 (Stage 2 of Phase 2): [First draft: Write... Abortion is a religion taboo. Reformulation: Abortion is a religious taboo] **Yes**, ‘religious’, **the adjective form. It should be a** ‘religious taboo’.

In the MS2’s first draft, she used the noun form, ‘religion’. Later in Stage 2 (comparing the two texts), she noticed the mistake in her first draft. She then changed it into the adjective form. The observation as displayed was counted as ‘notice with understanding’.

Example 2: Grammar (verb---‘notice without understanding’)

MS4 (Stage 2 of Phase 2): [First draft: Write To kill someone contrasts not only to the moral but also to the law. Reformulation: To kill someone contrasts not only moral issues but also the law.] ‘To kill someone contrasts not only moral issues.. **Why there is not the word ‘to’? Why not ‘contrasts to’? This is different.**

In the above example, ‘more-successful’ student 4 noticed the reformed sentence without understanding. He did not provide a reason or accept it with understanding. So this observation was counted as ‘notice without understanding’.

3.5.3 Analysis for Answering Research Question 3

How do 'more successful' and 'less successful' EFL students' differential degrees of 'noticing' of the writing aspects (lexicon, grammatical form and discourse organization) in the reformulation task relate to 'improved' changes in revision regarding two different levels of essay types?

This question was answered by calculating the mean percentage. The data transcribed from the think-aloud protocols were analysed to see the relationship between problems connected to linguistic features and discourse in the noticing stage (comparing first drafts with the reformulation) and changes in the revising stage (revision). These following codes were used only in the revising stage.

Lexical Category

LP: Lexicon 'Improved Change'

LU: Lexicon 'Unimproved Change'

Grammatical Category

GP: Grammatical Form 'Improved Change'

GU: Grammatical Form 'Unimproved Change'

Discourse Category

DP: Discourse 'Improved Change'

DU: Discourse 'Unimproved Change'

Concrete examples of how the data are coded and analysed will be illustrated with the actual written products in the finding section.

3.5.4 Analysis for Answering Research Question 4

Can the input derived from the noticing task with reference to the native-like model text (reformulation) promote improvement in the writing performance of EFL students

This question was answered by calculating the mean percentage between the students' first drafts and their revisions. Gained scores from all writing tasks graded by three independent raters were analyzed using Wilcoxon Signed Rank Test to find out whether there is a significant difference between gained scores of first drafts and final drafts. In other words, it is to see if the 'noticing' strategy with reference to the reformulation task could serve as a proper source of feedback providing that leads to improvement of linguistic features and discourse organization in the revision. to see if the 'noticing' strategy with reference to the reformulation task could serve as a proper source of feedback providing that leads to improvement of linguistic features and discourse organization in the revision.

The next chapter presents the results of the analysis of data collected from the main study. All written products and think-aloud protocols of the seven EFL students were analyzed to answer each research question.

CHAPTER 4

RESULTS

This chapter examines the four research questions through the data in forms of the subjects' think-aloud protocols, the subjects' actual written products and scores of first drafts and revised versions. The results of the study were presented and discussed.

4.1 Answers to Research Question 1

What do 'more-successful' and 'less-successful' EFL students 'notice with understanding' while comparing their own first draft (their output) with the reformulation (the input) in the noticing stage?

By observing all the subjects' think-aloud protocols, the most frequent aspects of writing they noticed (with understanding) were grammatical forms. The think-aloud protocol each subject produced in response to the 'noticing' task reported that subject-verb agreement; verb tense; and plural forms were the most mentioned. For example, as they compared their own first drafts with the reformulations, they produced the following protocol:

> ...[1]before I passed the entrance exam to enter Kasetsart University at the Kampaeng Saen Campus...**this sentence uses incorrect verb tense**...**at first I thought present simple tense should be used in the introduction**...**in fact**...**must be** past tense... (MS1: narration---noticing stage)

> [2]In the first and second years...I didn't do many activities...okay...there was just 3 or 4...there was...**I wrote**...there was...**yeah**...**I was wrong**...**should be**...'there were'...there were 3 or 4 activities. (MS4: narration---noticing stage)

> [3]Have the teaching about…**changed to**…'teach'…only …**um**…**still present tense**…have…but have the teaching **use the verb**…'teach'…teach about killing human…human **add** an 's'. **At first I thought there was no** 's'. (MS2: argument---noticing stage)

Based on Segment 1 produced by MS1 above, she used present tense to narrate the event. In doing so, she realized later that the topic assigned her to write about was the day she first came to the place. She eventually decided to use past tense. Similarly for MS4, the student noticed that he used incorrect subject-verb agreement, 'there was 3 or 4 activities', in the previous draft. As well as in Segment 3 above, MS2 learned the reformulation and finally realized to use plural form with the word 'human'.

More importantly, as we observed that grammatical forms were the most noticed with understanding among the seven subjects in both 'narration' and 'argument', it was also found that word selection (lexicon) was more frequently noticed with understanding in the argumentative task than in the narrative. It might be that the content was farther from the writer's direct experience, as compared with writing a narrative essay. To illustrate, this observation is indicated by partial protocols below.

> …is a serious problem **is corrected as**…is a serious matter…**I don't know why**…**why**…'matter' **is used instead of**…'problem'. (MS2: argument---noticing stage)

By analyzing all students' protocols, aspects of writing were classified into 3 categories of unit of analysis. According to the quantitative data shown in Table 4.1 below, considering only 'notice with understanding', grammar reported the highest area of the three categories in the narrative essay (63.14% for grammar, 19.10% for discourse, and 17.75% for lexicon).

Table 4.1 Summary of Linguistic Features and Discourse 'Noticed with understanding' in each Category

	Mean (%) (N=7)
Narrative Phase	
Lexicon	17.75
S.D.	*9.69*
Grammar	*63.14*
S.D.	*12.12*
Discourse	*19.10*
S.D.	*4.73*
Argumentative Phase	
Lexicon	*24.18*
S.D.	*14.58*
Grammar	*51.96*
S.D.	*28.98*
Discourse	*23.84*
S.D.	*21.02*

Similarly in argument, the mean percentage of 'noticing with understanding' of grammar also indicated the highest category of the three. However it was less prominent (51.96%) while writing an argumentative essay, as compared with the narration. That is, while understanding of grammar noticed was less prominent in the argumentative essay, the quantity of noticing lexical problems was increased (24.18%).

4.2 Answers to Research Question 2

How effectively do 'more-successful' and 'less-successful' EFL students 'notice' while comparing their original first draft (their output) with the reformulation (the input) in the noticing task?

Research Question 2 aimed to see how the quality of 'noticing' influence on L2 proficiency of the EFL students, regarding noticed problems related to linguistic features and discourse, while comparing the first drafts with the reformulation.

Students in both groups (more-successful and less-successful) spent about 20 to 45 minutes (depending on each subject) comparing their own first drafts with the reformulation (noticing). In this noticing task, students produced their own protocols as they were comparing the two texts (original draft and the reformulation). The observing behavior of the students while doing so in the noticing task was classified into two different categories: notice with understanding and notice without understanding. A consistent observation that can be made from the major part of the protocols produced by the seven subjects reflected that 'more-successful' students indicated more comprehensible than the 'less- successful' students. In other words, the protocols showed that 'more-successful' students indicated a higher level of understanding of the writing aspects. To compare 'more-successful' students' noticing behavior, Segment 1 and 2 of the 'more-successful' students below are clear to prove the findings.

> [1]I arrived about 08.30 a.m. **is reformed as**...I arrived at about 8.30 a.m. **use the** preposition 'at'...**it must be that it is used with time**. (MS2: narration---noticing stage)

> [2]We have known...**yes**...'have known'...**should be** 'present perfect'…we have known one another...**not** each other...since…the first day of the first semester. (MS4: narration---noticing stage)

Quite unlike the more-successful students in which they were likely to notice writing aspects with understanding and providing reasons, 'less-successful' students reported that they only read the text without showing their knowledge about it. Plus, they just said that their original text was different from the reform, and mentioned that the revised version was better. Below is an example of a 'less-successful' student's protocol.

> [3]Pa Samran...Auntie Samran...Auntie Samran...um...have many delicious foods...**yes**...has much delicious food...**I used**…'have many'. (LS1: narration---noticing stage)

The protocol in Segment 3 shows that the 'less-successful' student only verbalized what was exactly written in the reformulation. She did not provide any reasons clearly why the sentence was reformed as 'has much delicious food'. To compare the 'more-successful' students' noticing behaviors, in Segment 1 above, MS2 noticed that the preposition 'at' was added in the reform. The student realized and comprehended that the preposition must be used with time. Also Segment 2 above, the student noticed that the different verb tense was used in the sentence, he realized that he used the incorrect verb tense and accepted it with a reason that the perfect tense was best suit. This observable fact shows that the 'more-successful' students reported a higher insight of language usage than the 'less-successful' students. This observation provides a crucial point to investigate further on how this incident affects on changes in revisions.

As for the quantitative data shown in Table 4.2 below, overall, 'more-successful' students reported a greater noticed with understanding items than 'less-successful' students in all categories. More importantly, 'more-successful' students reported a higher proportion of notice with understanding (larger than 50%, as compared with notice without understanding) than 'less-successful' students did (fewer than 50%, as compared with notice without understanding).

Table 4.2 Proportions between 'More-successful' and 'Less-successful' students on 'Notice with understanding' and 'Notice without understanding' of each Category

	'More-and Less-successful' Students N=7	**'More-successful' Students N=4**	**Less-successful' Students N=3**
Narration			
Lexical (+)	49.27	60.53	34.26
(-)	50.73	39.47	65.74
Grammar (+)	56.21	75.05	31.11
(-)	45.79	24.95	68.89
Discourse (+)	59.18	74.52	38.73
(-)	40.82	25.48	61.27
Argument			
Lexical (+)	44.79	58.75	26.19
(-)	55.21	41.25	73.81
Grammar (+)	56.81	67.22	42.92
(-)	43.19	32.78	57.08
Discourse (+)	53.84	79.23	20
(-)	46.16	20.77	80

(+) 'Notice with understanding' or Accept and provide a reason

(-) 'Notice without understanding' or No reasons provided and Unnoticed

Table 4.3 below shows that the mean percentage of 'noticing with understanding' of 'more-successful' students is significantly different from that of the 'less-successful' ones both in 'narrative' and 'argumentative' essays at the .034 level. The mean rank of 'more-successful' students was higher than the 'less-successful' ones (5.5 and 2.0 respectively).

Also, the frequency mean of problems regarding linguistic features and discourse the 'more-successful' encountered was greater than that of the 'less-successful' ones (In 'narrative', 26 for the 'more-successful' and 11 for the 'less-successful' ones; 16 for the 'more-successful' and 7 for the 'less-successful' ones in the 'argumentative').

Table 4.3 Differences between 'More-successful' and 'Less-successful' students in Mean Percentage of 'Notice with Understanding'

	'More-successful' Students (N=4)			**'Less-successful' Students** (N=3)			**Mean %** (N=7)	**Mann-Whitney U Test Stats**	**Sig. (2 tailed)**
	Mean %	(Freq.)	**Mean Rank**	**Mean %**	(Freq.)	**Mean Rank**			
Narration									
Mean (+)	73.40	**(26)**	5.50	32.24	**(11)**	2.00	55.76		
S.D.	*6.36*			*5.76*			*22.69*	.000	.034*
Argument									
Mean (+)	63..79	**(16)**	5.50	27.98	**(7)**	2.00	48.45		
S.D.	*8.08*			*16.86*			*22.22*	.000	.034*

*Significant at the .05 level

(+) = Notice with understanding or accept the reformulation and provide a reason

To investigate whether there is a significant difference between students' noticing performance while writing narrative and argumentative essays, Table 4.4 below shows no significant difference in each group on the mean percentage of 'notice with understanding' between composing a 'narrative' essay and an 'argumentative' essay. However, the mean percentage of 'notice with understanding' in argumentative essays is less in both groups (63.79% 'notice with understanding' decreased from 73.40% for 'more-successful' students and 27.98% 'notice with understanding' slightly declined from 32.24% for the 'less-successful' ones). The results reveal that there was a substantial percentage of unnoticed items that no evidence was indicated by the participants' understanding both in the narrative phase (26.60% for the 'more-successful' and 67.76% for the 'less-successful' students) and in the 'argumentative' phase (36.20% for the 'more-successful' and 72.02% for the 'less-successful' students).

Table 4.4 Differences between Narration and Argument in Mean Percentage of 'Noticing with Understanding'

	Narration Phase 1 Mean %	Argument Phase 2 Mean %	Wilcoxon Signed Rank Test Stats	Sig. (2-tailed)
'More-successful' Students (N=4)				
Notice with understanding	73.40	63..79	-1.826	.068
S.D.	*6.36*	*8.08*		
'Less-successful' Students (N=3)				
Notice with understanding	32.24	27.98	0	1.000
S.D.	*5.75*	*16.86*		

4.3 Answers to Research Question 3

How do 'more successful' and 'less successful' EFL students' differential degrees of 'noticing' of the writing aspects (lexicon, grammatical form and discourse organization) in the reformulation task relate to 'improved' changes in revision regarding two different levels of essay types?

This question aimed to find out how the two levels of noticing ('notice with understanding' and 'notice without understanding') affect on 'improved' changes in revision.

One significant finding made throughout the students' revising stage was that 'notice with understanding' on aspects of writing promotes more 'improved' changes, as compared with 'notice without understanding'. Below is the think-aloud protocol produced by MS4 in the noticing task.

> I took part in the hazing of the faculty and freshy sports of the university...**um** ...**yeah I forgot**...'freshy sport' **is proper noun**...capital letters...event ...Freshy Sports event...event...event...common noun...**not capitalized**. (MS4: narration---noticing stage)

From the protocol above, MS4 revised his first draft as the following written text.

> I took part in the hazing of the faculty and Freshy Sports of the university. (MS4: narration---final production)

As the student produced the text above, he produced the following protocol.

> I took part in the hazing of the faculty and Freshy Sports of the university ...**capitalize** F...**capitalize** S...of the university. (MS4: narration---revising stage)

Similarly in this observation, the less-successful students also reported that 'notice with understanding' promotes more 'improved' changes, as compared with 'notice without understanding'. Below is the think-aloud protocol produced by LS1 in the noticing task.

> When I felt home sick…she would live with me all time...when I felt home sick...she would live with me all time...**this sentence**...**is reformed as**... When I felt home sick she would stay with me and comfort me... **yes**...**it should be** past tense...felt...not feel homesick...**um**...she live with me all time...stay with me...'stay'...**is more appropriate**...and comfort me...**yes**... **it's better**. (LS1: narration---noticing stage)

From the protocol above, LS1 revised her original draft as the following written text.

> She stayed with me all time when I felt alone or home sick. (LS1: narration---final product)

As the student produced the text above, she produced the following protocol.

> …'she lived'...'she stayed'...**yes**...with me...with me all time...when I felt alone...when I felt alone or homesick...homesick. (LS1: narration---revising stage)

The data presented above has shown that whether they are 'less-successful' or 'more-successful' students, noticing with higher quality tends to lead to 'improved' changes.

As compared the occurrence above with a lower quality of noticing, the data from think-aloud protocol reported more 'unimproved' changes derive from 'notice without understanding'. Below is the think-aloud protocol produced by LS3 in the noticing task.

> 'abortion'…**no article** 'the'…**because it is uncountable noun?**...**or not?** (LS3: argument---noticing stage)

From the protocol above, LS3 did not revise her sentence in the way that she had seen the difference in the reformulation. While she wrote 'I disagree with the abortion should be permitted for three reasons', she produced the following protocol.

> I disagree with…with…what? ...I disagree with…what? ...**I forget**…**oh**…the abortion…**nothing**...the abortion should be permitted…for three reasons. (LS3: argument---revising stage)

The occurrence above can be concluded that even though she noticed that there was no article in the reformulation, the revised version was not correctly changed. This is because she did not understand the usage of articles. To put it another way, this language-related problem was noticed without understanding, and resulted as an 'unimproved' change in the revision.

To cite more examples, the protocols that showed 'notice without understanding' was more likely to lead to 'unimproved' changes, as compared with 'notice with understanding'. The following protocol shows the occurrence.

> **I wrote**…the abortion is moral because it can kill mother's womb…**is reformed as**…'morally wrong'…abortion is morally wrong because it is like killing a child…**um**…**the same meaning**…**the teacher is right**…**I am wrong**. (LS3: argument---noticing stage)

The student did not realize that she had used a wrong word. She should have used the word 'immoral', so the sentence was reformed as 'Firstly, abortion is morally wrong

because it is like killing a child and it can also be dangerous to the mother's womb.' When asked to revise the first draft, she produced the following text:

> Firstly, the abortion is moral because it is kill and dangerous of mother. (LS3: argument---final product)

As for the quantitative analysis, frequency percentage means of 'notice with understanding' and 'notice without understanding' were compared to investigate the quality of 'noticing' on changes in revision. That is to find out how the two differential degrees of noticing ('notice with understanding' and 'notice without understanding') affect on 'improved' changes in revision.

By analysing all students' protocols, the quantitative data shown in Table 4.5 below indicates that the mean percentage of 'noticing with understanding' promotes more 'improved' changes, as compared with 'notice without understanding'

As Table 4.5 below shows, the mean percentage of 'noticing with understanding' that leads to 'improved' changes of students in both groups is greater than 'noticing without understanding'. That is, for the 'more-successful' students, the mean percentage of 'notice with understanding' and 'without understanding' for the 'narrative' was 65.63% and 35.28% respectively and 78.79% and 35.63% respectively for the 'argumentative' essays. Also, the mean percentage of 'notice with understanding' and 'without understanding' for the 'less-successful' students was 53.25% and 10.02% respectively for the 'narrative' essay, and 43.77% and 2.08% respectively for the 'argumentative' essays.

Table 4.5 Differences between 'Noticing with understanding' and 'Notice without understanding' in Mean Percentage of that Leads to Improved Changes in Revision

	Notice With Understanding	**Notice Without Understanding**	**Wilcoxon Signed Rank Test Stats**	**Sig. (2-tailed)**
'More-successful' Students (N=4)				
Narration				
Mean	65.63	35.28	-1.826	.068
S.D.	*4.78*	*6.07*		
Argument				
Mean	78.79	35.63	-1.826	.068
S.D.	*15.57*	*32.24*		
'Less-successful' Students (N=3)				
Narration				
Mean	53.25	10.02	-1.604	.109
S.D.	*5.42*	*1.62*		
Argument				
Mean	43.77	2.08	-1.604	.109
S.D.	*5.82*	*3.60*		

*Significant at the .05 level

To compare the impacts of 'notice with understanding' and 'notice without understanding' that leads to improved changes in revision between narrative and argumentative essay, Table 4.6 below shows that there was no significant difference in the mean percentage of 'noticing' that leads to improved corrections between 'narrative' and 'argumentative' essays in both 'notice with understanding' and 'notice without understanding'. For 'more-successful' students however, the results reveal that the mean percentage of 'notice with understanding' leading to 'improved' changes was increased in the 'argumentative' essays (65.63% for 'narrative' and 78.79% for 'argumentative' essays). On the other hand, the mean percentage of 'notice with understanding' leading to changes for the 'less-successful' students was decreased in the 'argumentative' essay (53.25% for 'narrative' and 43.77% for 'argumentative' essays).

Table 4.6 Differences between Narration and Argument in Mean Percentage of 'Notice with understanding' and 'Notice without understanding' that Leads to Improved Changes in Revision

	Narration (Phase 1) Mean %	**Mean Rank**	**Argument (Phase 2) Mean %**	**Mean Rank**	**Wilcoxon Signed Rank Test Stats**	**Sig. (2-tailed)**
'More-successful' Students (N=4)						
Mean (+)	65.63	1.00	78.79	3.00	-1.461	.144
S.D.	*4.78*		*15.57*			
Mean (-)	35.28	1.50	35.63	3.00	0	1.000
S.D.	*6.07*		*32.24*			
'Less-successful' Students (N=3)						
Mean (+)	53.25	2.50	43.77	1.00	-1.069	.285
S.D.	*5.42*		*5.82*			
Mean (-)	10.02	2.00	2.08	1.00	-1.633	.102
S.D.	*1.62*		*3.60*			

(+) 'Notice with understanding' or Accept and provide a reason

(-) 'Notice without understanding' or No reasons provided and Unnoticed

Besides this, there is the fact that even if an aspect of writing was noticed with understanding as well as 'providing reasons', it reported some 'unimproved' changes.

> …a feedback, not the feedback...**because I mentioned it the first time**...**use**... 'from the university'...not Kasetsart University...**because it was mentioned for the second time**...**okay**. (MS4: narration---noticing stage)

From the protocol above, MS4 produced this following written text.

> I had an interview because I had received the feedback letter from Kasetsart University. (MS4: narration---final product)

According to the written text produced by MS4 above, he still used an article 'the' even though he had showed that he understood the particular language-related problem. As shown in Table 4.6, not a hundred percent of 'noticed with understanding' items by students revealed 'improved' changes. To illustrate, as shown in Table 4.6 above, 'more-

successful' students reported 65.63% and 78.79% in 'narration' and 'argument' respectively, even worse 'less-successful' students reported 53.25% and 43.77% as the basis of 'notice with understanding'.

Surprisingly, even though the writing aspects were noticed without understanding, the results revealed some 'improved' changes. The following protocols show this occurrence.

> [21]Gift...I met at the same time I met Lin...**use**…'met'...'met' **is better than**... 'know'. (MS4: narration---noticing stage)

According to the protocol above, MS4 only verbalized the reformulation without realizing that he was using the incorrect preposition 'in' instead of 'at' in his original text below.

> Gift, I know her in the same time I know Lin. (MS4: narration--- original first draft)

He eventually used the correct preposition when revising, however. He produced the following protocol as he revised his first draft.

> [11]Gift…I met her...I met her...um...I met her at the same time I met Lin. (MS4: narration--- revising stage)

To cite more examples, LS2 wrote 'I feel happy and relax' in her first draft, and she did notice that her original sentence was reformed in which the word 'relax' was added to with an 'ed' ending. She did not provide any reasons along with it. This language-related problem was noticed, but without understanding.

> ...which helps me to feel happy and relaxed...**I used**...to feel happy and relax...relaxed ...**add** an 'ed'. (LS2: narration---noticing stage)

When asked to revise, she recognized that the teacher used the ‘ed’ ending. She produced the following protocol as she revised her sentence.

> it helps me relaxed and happy...**I wrote**...‘relax’ **in my first draft**...**but the teacher changed into**...‘relaxed’ **so I used**…‘relaxed’. (LS2: narration---revising stage)

This observation indicates that even the problem was noticed without understanding; the final product resulted in a positive change.

In investigation of the writing aspects which were noticed without understanding, of course, the major parts of the protocol reflect in the final production as ‘unimproved’ changes. The following protocol was produced by LS2 reflecting how a problem was noticed without understanding.

> I always come here in the evening...**this is the same as mine**…**the difference is that**...because I like to feed the fish…**is reformed as**...I like to feed the fishes...**but I used**…‘fishes’...**with** ‘es’. (LS2: narration---noticing stage)

By analysing the protocol, LS2 did not provide any reasons, but stating the difference between the reform and hers. When asked to revise, she produced the following text and protocol.

> I always come here in the evening because I like to feed the fishes. (LS2: narration--- final product)

> Um…I always come here in the evening...because…I like to feed the fishes... **use** ‘always’ **to show the frequency**. (LS2: narration--- revising stage)

To investigate the effectiveness of writing aspects that were ‘noticed with understanding’ between ‘more-successful’ and ‘less-successful’ students, by analysing all students’ protocols, the quantitative data shown in Table 4.7 below indicates that the

mean percentage of writing aspects noticed with understanding that leads to 'improved' corrections of 'more-successful' students is significantly different from that of the 'less-successful' ones both in 'narrative' and 'argumentative' essays at the .032 level. The mean rank of 'more-successful' students is higher than the 'less-successful' ones (5.5 and 2.0 respectively). Also, the mean percentage of the 'more-successful' was higher than the 'less-successful' ones (In 'narrative' essays, 57.23% for the 'more-successful' and 24.13% for the 'less-successful' ones; 61.91% for the 'more-successful' and 13.45% for the 'less-successful' ones in the 'argumentative' essays).

Table 4.7 Differences between 'More-successful' and Less-successful' students in Mean Percentage of 'Notice with Understanding' that Leads to Improved Changes in Revision

	'More-successful' Students		**'Less-successful' Students**		**Mean Scores** (N=7)	**Mann-Whitney Test Stats**	**Sig. (2 tailed)**
	Mean %	**Mean Rank**	**Mean %**	**Mean Rank**			
Narration							
Notice with understanding	57.23	5.50	24.13	2.00	43.04	.000	.032*
S.D.	*4.05*		*3.172*		*18.01*		
Argument							
Notice with understanding	61.91	5.50	13.45	2.00	41.23	.000	.032*
S.D.	*24.12*		*3.31*		*30.99*		

*Significant at the .05 level

To compare the performance of 'more-successful' with 'less-successful' students, table 4.8 below shows that there was no significant difference in the mean percentage of each category that leads to 'improved' changes both in 'narrative' and 'argumentative' essays. However, the mean percentage and mean ranks of 'noticing' that leads to 'improved' changes of lexicon, grammar and discourse of 'more-successful' students are higher than that of 'less- successful' ones. In addition, these finding can be drawn upon regarding each category.

Table 4.8 Differences between 'More-successful' and 'Less-successful' students in Mean Percentage of 'Notice with Understanding' for Lexicon, Grammar and Discourse that Leads to Improved Changes in Revision

	'More-successful' Students		**'Less-successful' Students**		**Mean %** (N=7)	**Mann-Whitney U Test Stats**	**Sig. (2-tailed)**
	Mean% N=4	**Mean Rank**	**Mean%** N=3	**Mean Rank**			
Narration							
Mean (Lexical)	87.50	4.75	56.66	3.00	74.28	3.000	.271
S.D.	*15.95*		*40.41*		*30.71*		
Mean (Grammar)	63.91	5.00	44.44	2.67	55.56	2.000	.154
S.D.	*8.79*		*19.24*		*16.44*		
Mean (Discourse)	57.50	3.50	77.77	4.67	66.19	4.000	.459
S.D.	*15.00*		38.49		*26.90*		
Argument							
Mean (Lexical)	79.16	4.25	50.00	2.00	69.44	1.000	.134
S.D.	*24.99*		*.000*		*24.53*		
Mean (Grammar)	77.52	4.63	63.33	3.17	71.44	3.500	.368
S.D.	*20.63*		*32.14*		*24.79*		
Mean (Discourse)	72.50	4.50	12.50	1.50	52.50	.000	.060
S.D.	*26.29*		*17.67*		*37.91*		
Narration and Argument	N=8		N=6		(N=14)		
Mean (Lexical)	83.33	8.56	54..00	4.50	72.05	7.500	.056
S.D.	*19.91*		*28.80*		*26.99*		
Mean (Grammar)	70.71	9.06	53.88	5.42	63.50	11.500	.105
S.D.	*16.38*		*25.85*		*21.82*		
Mean (Discourse)	65.00	7.63	51.66	6.00	59.87	15.000	.449
S.D.	*21.38*		*45.79*		*31.80*		

Firstly, the 'more-successful' students have a higher proportion of better changes in all categories than the 'less-successful' students. This can be seen by combining the two phases (83.33% and 54.00% for lexicon, 70.71% and 53.88% for grammar, and 65.00% and 51.66% for discourse).

Secondly, the 'more-successful' students' mean percentage that leads to 'improved' changes in all categories, excepting lexicon in the 'narrative' was higher than that of the 'less-successful' ones both in 'narrative' and 'argumentative' essays (87.50% and 56.66% for lexicon, 63.91% and 44.44% for grammar in 'narrative'; 79.16% and 50.00% for lexicon, 77.52% and 63.33% for grammar, and 72.50% and 12.50% for discourse organization in 'argumentative' essays).

Thirdly, ‘lexicon’ shows the highest proportion that leads to improved changes in ‘narrative’ (74.28%) as compared with ‘discourse organization’ (66.19%) and ‘grammar’ (55.56%). Grammar does best in ‘argument’ (71.44%), compared with lexicon (69.44%) and discourse organization (55.56%).

Fourthly, by analyzing the two types of essay together (narration and argument, lexical was overall the highest area of the three that reported the most ‘improved’ changes (72.05%), as compared with grammar (63.50%) and discourse (59.87%).

Finally, among all categories, students in both groups show that lexicon (72.05%) is the category that leads to ‘improved’ changes in revision, while grammar and discourse categories are 63.50% and 59.78%.

To compare narration with argument as shown in Table 4.9 above, the following findings can be drawn.

Firstly, there was no significant difference between the two phases for ‘more-successful’ and ‘less-successful’ students in the proportion that leads to improved changes in each category.

Secondly, both ‘more-successful’ and ‘less-successful’ students showed a higher proportion that leads to ‘improved’ changes in revision of grammar in the ‘argumentative’ session (77.52% from 63.91% for ‘more-successful’ students, and 63.33 from 44.44% for ‘less-successful’ students).

Thirdly, as for ‘more-successful’ students in the ‘argumentative’ phase, Table 4.9 shows only lexicon was lower in this phase.

Fourthly, as for ‘less-successful’ students, table 4.9 below shows a higher proportion that leads to ‘improved’ changes in revision in grammar (63.33 from 44.44%), while lexicon and discourse were lower in an ‘argumentative’ session.

Fifthly, ‘more-successful’ students reported the lexical area as the most improved changes in both narration (87.50%) and argument (79.16%; whereas, ‘less-successful’ students reported ‘discourse’ as the most improved changes in narration, and ‘grammar’ in argument.

Finally, ‘Less-successful’ students showed ‘discourse’ the most improved change in narration (77.77%), ‘grammar’ (63.33%) in argument, and discourse organization for which ‘less-successful’ students shows the highest improved changes in the ‘narrative’ essays (77.77%), is much decreased in the ‘argumentative’ essay (12.50%). These findings are discussed later in the next chapter.

Table 4.9 Differences between Narrative and Argumentative Phases in Mean Percentage of ‘Notice with understanding’ on Lexicon, Grammar and Discourse that Leads to Improved Changes

	Narrative (Phase 1)	**Argumentative (Phase 2)**	**Wilcoxon Signed Rank Test Stats**	**Sig. (2-tailed)**
	Mean %	**Mean %**		
‘More-successful’ Students (N=4)				
Mean (Lexical)	87.50	79.16	-.816	.414
S.D.	*15.95*	*24.99*		
Mean (Grammar)	63.91	77.52	-1.461	.144
S.D.	*8.79*	*20.63*		
Mean (Discourse)	57.50	72.50	-1.342	.180
S.D.	*15.00*	*26.29*		
‘Less-successful’ Students (N=3)				
Mean (Lexical)	56.66	50.00	-1.000	.317
S.D.	*40.41*	*.00*		
Mean (Grammar)	44.44	63.33	-.535	.593
S.D.	*19.24*	*32.14*		
Mean (Discourse)	77.77	12.50	-1.342	.180
S.D.	*38.49*	*17.67*		

The examples illustrated in table 4.10 below show how the problems related to linguistic features and discourse are coded as ‘improved change’ or ‘unimproved change’.

Table 4.10 More Examples of the Subjects' Written Products and Noticing Behaviours Observed in the Noticing and Revising Stages

Example	Actual Written Products	Noticing Behaviours in the Reformulation Task	Changes in revision
1	MS1 (narration): I think the fatilyty is not good as the same as Bangken Campus But I can study hapily in Kampaeng saen. [fatilyty, hapily---Incorrect spelling]	**I think oh, yes**. 'facilities' **I misspelt it. It should be**… **like this**. [Notice with understanding] I can study…**oh,** 'happily' **Yes**…**Yes**. **Two p's.** [Notice with understanding]	Changed 'fatilyty' into 'facilities' and 'hapily' into 'happily' [Improved changes]
2	MS2 (argument): …abortion break the religion taboo. All of the religion in the world have…. [Incorrect word form]	...abortion break the religion taboo **is changed to**... abortion is a religious taboo…**changed** 'religion'…r-e-l-i-g-i-o-n…**the noun form**…**to the adjective form**… 'religious'...**modifies** 'taboo' [Notice with understanding]	Changed "religion" (n) into "religious" (adj.) [Improved change]
3	MS3 (narration): When I first came to Kampaeng Sean, I'm very exciting because it is a new place for me. [Incorrect tense]	**Oh, it should be**…past tense **because the topic is** 'when I first came...' **Yes**…I felt very excited. 'felt' past tense…it was a new place for me. **It should be**…'was' [Notice with understanding]	Changed 'I'm' into 'I was' [Improved change] very excited. Changed 'it is' into 'it was' [Improved change]
4	MS4 (argument): To kill anyone extremely contrasts to religeous rule. [contrasts to---incorrect verb form/ religeous--- Incorrect spelling]	[Reformulation---To kill a person is in contrast to religious rules]...**not sure whether to use** 'contrasts' **or** 'contrasts to' **because I have also seen** 'contrasts to' [Notice without understanding] **Yes**. 'rules' **It should be plural noun**. [Notice with understanding]	Changed 'To kill anyone extremely contrasts to religeous rule' to 'To kill children that extremely contrasts to religeous rules' [contrasts to/ religeous---Unimproved change/ rules---Improved change]
5	LS1 (narrative): Kasetsart has many poun …the perfect poun is poun one because I can see the beautiful sun set… I and my friend, like to go there when we have a free time. [poun, sun set --- Incorrect spelling]	[Read the reformulation---there are also many ponds which my friends and I now enjoy spending the evenings watching the sunsets when we have free time…**this is better**…**more native-like**]. [Notice without understanding---No problems related to language form were identified]	… it has clam and beautiful place that I and my friend like to go to see the sun set ['sun set'--- Unimproved change] [The word 'pond' was unmentioned]
6	LS2 (argument): …to be pregnant for nine monthes, if she want not keep the child, … … it is good better will set free the child to be born by the mother unwanted. ['monthes'---Incorrect use of plural form, 'want not', 'good better'---Incorrect verb forms]	[Read the reformulation---If a woman doesn't want to go through the full nine months, she should have the right to make the decision rather than leaving pregnant without a partner to help share the expense...**at first I wrote**...she has to be pregnant for...nine monthes...**this sentence was adjusted to be better**...**and more correct**.---Notice without understanding---No problems related to language form were identified]	It is a good reason because she has to be pregnant for nine monthes. [monthes---Unimproved change] …if she unwant the child, she ought to have a… Changed 'want not' to 'unwant' [Unimproved change]. Changed 'it is good better' to 'it is better than …' [Improved change]
7	LS3 (argument): …many people don't get the abortion because it is moral. It is like to kill a child that a child is innocent. ['moral'---Incorrect word selection 'innosent'---Incorrect spelling]	**It must be**…'immoral', **not** 'moral'…**here I don't remember**... [Notice with understanding] 'innocent'...**I misspelled it**... **because the teacher did not allow us to use a dictionary.** [Notice with understanding]	Many people don't get the abortion because it is moral. [Moral---Unimproved change] It is like to kill a child because a child is innocent. [Innocent ---Improved change]

4.4 Answers to Research Question 4

Can the input derived from the noticing task with reference to the native-like model text (reformulation) promote improvement in writing performance of EFL students?

Gained scores from all writing tasks graded by three independent raters were analyzed using the Wilcoxon Signed Rank Test. This question aims to find out whether there is a significant difference between gained scores of first drafts and final drafts. In other words, it is to see if the 'noticing' strategy with reference to the reformulation task could serve as a proper source of feedback providing that it leads to an improvement of linguistic features and discourse organization in the revision. All the results from the analysis of frequency are in line with the analysis of gained scores. That is, the results from the analysis of gained scores confirmed the results from the analysis of the frequency.

1. Scorer reliability

Before conducting statistical tests, it was necessary to check for regularity between raters of the scores gained to make sure that the raters were consistent. The scores derived from the three raters were then used to confirm the improvement of the writing performance of the seven EFL students.

2. Correlation Analysis of the raters' scores

Kendall's tau_b correlation (r) was applied to examine whether there was any statistical difference between the mean scores of raters. In other words, this was to measure if some raters tended to give higher or lower scores than others. In testing the

reliability of raters' scores, no significant difference between rater mean scores was found. The analysis indicated that their scores were close or likely to overlap one another.

For Phase 1, the correlation between the three raters' scores of the first draft revealed that Rater 1's scores correlated with the scores of Rater 2 (r = .48) and correlated with the scores of Rater 3 (r = .45); and the scores of Rater 2 correlated with the scores of Rater 3 (r = .09). As for the revision, the correlation between the three raters' scores revealed that Rater 1's scores correlated with the scores of Rater 2 (r = .24) and correlated with the scores of Rater 3 (r = .39); and the scores of Rater 2 correlated with the scores of Rater 3 (r = .32).

For Phase 2, the correlation between the three raters' scores of the first draft revealed that Rater 1's scores correlated with the scores of Rater 2 (r = .67) and correlated with the scores of Rater 3 (r= .71); and the scores of Rater 2 correlated with the scores of Rater 3 (r = .82). As for the revision, the correlation between the three raters' scores revealed that Rater 1's scores correlated with the scores of Rater 2 (r = .78) and correlated with the scores of Rater 3 (r= .58); and the scores of Rater 2 correlated with the scores of Rater 3 (r = .45).

In summary, the scores of first drafts and revisions in both phases were correlated, and the correlation analysis indicated that the measures used for the essays produced by the subjects were reliable and effective in examining the results of the noticing strategy.

Table 4.11 Differences between Mean Scores on First Draft and Revision

		'More- and less–successful' Students (N=7)	**'More- and less-successful' Students (**N=7)	**Wilcoxon Signed Ranks Test Stats**	**Sig. (2-tailed)**
		First Draft	**Revision**		
Narration (Phase 1)	Mean	2.71	3.28	-2.388	.017
	S.D.	*.70*	*.89*		
Revision > First Draft		**-0.57**	**+0.57**		
Argument (Phase 2)	Mean	*2.37*	3.09	-2.388	.017
	S.D.	*1.11*	*1.15*		
Revision > First Draft		**-0.72**	**+0.72**		

As for the differences between mean scores on the first drafts and revisions, (see table 4.11 above), the analyses of mean scores and Wilcoxon Signed Rank Test show that students in both groups performed better in their revision. The differences between the mean scores of revisions were higher (3.28 for the 'narration' and 3.09 for the 'argument') than first drafts (2.71 for the narration and 2.37 for the argument). Also, the test showed that the differences between first drafts and revisions of the 'narrative' and 'argumentative' essays were significant at the .017 level.

For 'narrative' writing, Tables 4.12 below shows the difference of mean scores in the 'more-successful' group was higher (0.67) than that in 'less-successful' group (0.45). Similarly in the 'argumentative' writing, the difference of mean scores in 'more-successful' group was higher (0.75) than that in 'less-successful' group (0.67). This indicates that 'more-successful' students' writing performance was better than 'less-successful' students in 'noticing'.

Interestingly, even though Table 4.12 below displays a slightly lower level for the first draft's mean scores in both groups in the 'argumentative' phase, the proportion of the revisions' mean scores of both groups is here higher than when compared to the 'narrative' phase.

Table 4.12 Differences between Groups in Mean Scores on First Draft and Revision: Mean and Standard Deviations

		'More-successful' Students (N=4)	**'More-successful' Students** (N=4)	**Revision > First Draft**	**'Less–successful' Students** (N=3)	**'Less – successful' Students** (N=3)	**Revision > First Draft**
		First Draft	**Revision**		**First Draft**	**Revision**	
Narration (Phase 1)	Mean	3.16	3.83	**0.67**	2.10	2.55	**0.45**
	S.D.	*.42*	.57		*.50*	*.69*	
Argument (Phase 2)	Mean	2.99	3.74	**0.75**	1.55	2.22	**0.67**
	S.D.	*.98*	*1.10*		*.69*	*.38*	

The next chapter presents the model based on the theory of 'noticing' and the implementation of the model are illustrated.

CHAPTER 5

THE MODEL OF REVISION BY

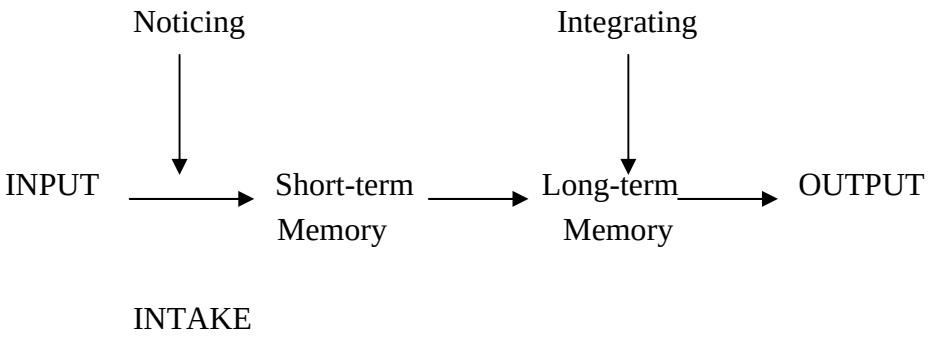
THE NOTICING SRATEGY

This chapter presents the practical model for the developing of writing skills that teachers of EFL student writers may use in composition writing classes, and EFL students may apply for self-development in studying the writing process.

5.1 From Theory to Practice

As mentioned earlier in Chapter Two, the model of revision through the noticing process derived from Ellis's (1997: 119) model of the implicit learning is shown below.

Figure 5.1: From the theory of Noticing to the Model of Revision in Teaching of Writing as a Process



'Noticing' operations occupy a key role in Ellis's model. According to the model, the first stage in which input becomes intake involves learners noticing language features

in the input. The operations create short-term memories or awareness and can be developed to long-term memory. In the second stage, language items that are processed in short-term memories later become long-term memories and produced as output.

Two kinds of noticing that are necessary conditions for acquisition were suggested by Schimidt and Frota (1986 quoted in Thornbury, 1997: 326). First, learners must attend to linguistic features of the input that they are exposed to, without which input cannot become ‘intake’. Second, learners must ‘notice the gap’. That is to make comparisons between their output and the targeted model.

Awareness-raising activities targeted at noticing strategies with special reference to the reformulation tasks were, therefore, proposed to provide feedback or a model for students’ revisions. Providing a model after the first draft was written has a greater impact than providing a model beforehand in the sense that the student writers are predisposed to look out for and notice those features that they themselves had encountered while composing their first drafts.

Based on the theory of ‘noticing’ and the process-based approach of composition teaching, the proposed model of revision is presented in the next section.

5.2 Revising Process through the Noticing Strategy

Figure 5.2: The Model of Revision through the Noticing Strategy with Reference to the Reformulation

Composing: Writing the first draft

After the first draft was produced by a student, it was then reformed by the teacher in order for the student writer to use it to compare it with the first draft.

Noticing: Comparing the first draft with the reformulated version

The reformulation, which was reformed from the student's first draft from the beginning to end to produce a good model, was given to the student in order to use it to compare with the original draft. That is, in the reformulated version, original ideas were maintained; morphological and syntactic errors were corrected; and problems in stylistics and logical sequencing at discourse level were removed.

Revising: Revision of the first draft

Later, the student was asked to revise his own first draft based on what he learned throughout the 'noticing' strategy with reference to reformulation.

5.3 Implementation of the Model

The examples below show how each area of the writing aspects (problems related to linguistic features and discourse organization) were noticed and later adjusted and developed resulting in 'improved change'.

1. **Lexicon**

Example 1a:

First draft (Composing):

I was so busy untill the afternoon that my parents picked me up to the dormitory.

Noticing behaviour (Think-aloud protocols):

My parents picked me up to the dormitory... **is reformed as**... Later, my parents dropped me off at the dormitory...**change**...'pick up'...to...'dropped off'...**better meaning**.

Revised texts (Revising):

I was so busy throughout the day and my parents dropped me off to the dormitory.

Example 1b:

First draft (Composing):

The first place I came is the faculty of Liberal Arts and Sceince.

Noticing behaviour (Think-aloud protocols):

I wrote...I came...I stopped at...was the Faculty of Liberal Arts and Science...stopped at...**is better**...stopped at...stopped at...okay.

Revised texts (Revising):

The first place which I stopped at is the faculty of Liberal Arts and Sceince.

2. Grammar

Example 2a:

First draft (Composing):

In my opinion. These are very old and dirty.

Noticing behaviour (Think-aloud protocols):

They were very old and dirty...**in this sentence I want to say that now it is still dirty**...**okay**...**I see**...**it must be**...'past tense'.

Revised texts (Revising):

In my opinion, these were very old and dirty.

Example 2b:

First draft (Composing):

The weather at Kasetsart University is very hot in the mornings and very cold in the nights.

Noticing behaviour (Think-aloud protocols):

I wrote... the weather is very hot in the mornings and very cold in the nights... **okay**...**is reformed as**...As time went on, I settled in and realized that the weather is very hot in the mornings and very cold at nights...**um**...**preposition**...'at night'...**um**...**beautiful sentence**

Revised texts (Revising):

The weather at Kasetsart University was very hot in the mornings, and very cold at nights.

Example 2c:

First draft (Composing):

Secondly, and abortion break the religion taboo.

Noticing behaviour (Think-aloud protocols):

Secondly, abortion break the religion taboo **is changed to**... abortion is a religious taboo…**changed** 'religion'…r-e-l-i-g-i-o-n…**the noun form**…**to the adjective form**… 'religious'...**modifies** 'taboo'.

Revised texts (Revising):

Secondly, abortion is a religious taboo**.**

Example 2d:

First draft (Composing):

When I first came to Kampaeng Sean, I'm very exciting because it is a new place for me.

Noticing behaviour (Think-aloud protocols):

Oh, it should be…past tense **because the topic is** 'when I first came...' **Yes**…I felt very excited. 'felt' past tense…it was a new place for me. **It should be**…'was'

Revised texts (Revising):

When I first came to Kampaeng Sean, I was very excited because it was a new place for me.

3. Discourse organization

Example 3a:

First draft (Composing):

After that day I had to join many university activities untill the day that I had to start study came.

Noticing behaviour (Think-aloud protocols):

From that day on and until we began our classes, we joined in with many of the university activities...**yes**... from that day on until we began our class... **this is a very good transition signal.**

Revised texts (Revising):

From that day on and until we began our class, we join many university activities.

Example 3b:

First draft (Composing):

The first preson who I love is Chanisa Punapobtavon, She is only old friend that I came Kampaengsaen.

Noticing behaviour (Think-aloud protocols):

The first person who I love is Chanisa Punapobtavon...she is the only old friend whom I came to Kampaeng Saen... **the teacher shortened this sentence into 2 separated sentences**...The first

person who I love is Chanisa Punapobtavon...full stop... **but I used a comma**...**the comma is wrong**... **Starting a new sentence**... She is the only old friend whom I came to Kampaeng Saen with.

<u>Revised texts</u> (Revising):

The first person who I love is Chanisa Punapobtavon. She is only old friend when I came Kampaeng Saen.

The final chapter discusses the findings of the study. Conclusions, pedagogical implications, limitations and recommendations of the study are presented.

CHAPTER 6

DISCUSSION AND CONCLUSION

This chapter consists of five sections: the first section discusses the results of the study in terms of how the process of 'noticing' may affect EFL composition teaching; the second section summarizes all the results; the third section then proposes pedagogical implications in the EFL context; the fourth section reports the limitations of the study; and the last section suggests recommendations for future studies.

This study will not attempt to make a generalization about ESL/EFL students as writers because the area of subjects study was too small. This study, instead, reviews the most striking features of the results and suggests general directions to take as alternatives in using the proposed strategy of revision in the process of developing writing skills.

6.1 Discussion

As for the data analysis that has been presented in the previous chapter, this section discusses on the findings as they relate to other previous studies regarding (1) attention to language forms and other aspects of writing (2) levels or quality of 'noticing' related to 'improved' change in revision; (3) the level of students' second language proficiencies; (4) the levels of difficulties of essay types; and (5) how the 'noticing' process impacts on the teaching of EFL composition writing.

6.1.1 Language Forms and Aspects of Writing Noticed with Understanding

The result as mentioned earlier revealed that the grammatical category reported the highest aspect noticed with understanding among the three categories in narration and argument. The findings indicate that grammar is the writing aspect that EFL students are the most familiar with. That is to say, they were able to recognize problems by using their existing knowledge of the second language. This was unlike lexicon and discourse organization, in which they appeared to get stuck as they found unfamiliar terms, or sentence patterns. The findings also showed that 'notice with understanding' of grammar was slightly less prominent while writing an argument, or a harder essay. The findings indicate that differential degrees of essay types is somewhat related to the students' L2 proficiency as it later brought about the different degrees of noticing the aspects of writing. Their existing knowledge of second language, therefore, does relate at some level to the items noticed. Based on these findings, this study suggests with respect to the abilities of EFL student writers, that EFL students may be likely to learn more grammatical rules from the noticing task than from any other aspect.

6.1.2 Quality of 'Noticing'

According to the results presented in the previous chapter, factors relating to the quality of noticing can be obviously seen. One consistent observation that can be made is that aspects of writing were significantly more noticed with understanding by 'more-successful' students, as compared with 'less-successful' students. To be more specific, over a half were noticed with understanding by the 'more-successful' students while less than a half was noticed with understanding by the 'less-successful' students. It might be because 'less-successful' students may have a lower insight into the second

language usage than the ‘more-successful’ students. More importantly, ‘notice with understanding’ promotes more ‘improved’ changes, as compared with ‘notice without understanding’. The above findings suggest ‘Notice without understanding’ may not lead to ‘improved’ changes. In the same way, ‘notice without understanding’ does not have the same impact on EFL composition as does ‘notice with understanding’. Surprisingly however, several writing aspects that were noticed without understanding also reported ‘improved’ changes. In summary, the quality of noticing in the reformulation task has direct impacts and implications for the EFL final written product.

In relation to the student’s L2 proficiency, ‘noticing with understanding’ of ‘improved changes’ by ‘more-successful’ students significantly promoted more positive changes, as compared with the ‘less-successful’ students. It clearly suggests that different degrees of noticing have a direct relation to the writers’ second language proficiency; and that the quality of noticing has a direct effect on the ‘improved ‘changes in revision of the EFL composition writing.

In relation to levels of essay types and the writing aspects, grammatical forms were the most noticed with understanding in both ‘narration’ in which content organization and structure are less complicated and ‘argument’ in which ideas and structure may be more difficult. Lexicon or word choice was more frequently noticed with understanding in the argumentative than in the narrative tasks. This may be because the content in the ‘argumentative’ essay was farther from the writer’s direct experience, as compared with writing a narrative essay.

As mentioned earlier the quality of ‘noticing’ the writing aspects in the reformulation task has different effects on the revision. The findings prove that ‘noticing with understanding’ leads to a more ‘improved’ change than that of ‘without

understanding' in the second written production of the EFL students. This study highly suggests that it is more supportive for EFL students to develop their quality of 'noticing' or awareness at the level of understanding by providing reasons according to what has been noticed. This finding is in line with Qi and Lapkin's (2001) claim that the quality of 'noticing' may be related to the level of second language proficiency. However, not all 'noticed' items with comprehension were displayed as 'improved' change in the students' revision. Also, some noticed items without comprehension showed satisfactory change. Here it is assumed that the target forms which were believed to be a native-like model may stay in their short term memory while revising. This finding is in line with Leow (1997), that more awareness at the level of understanding contributes to more recognition and more accurate written production of targeted forms; and Schmidt's (1995) claim that awareness at the level of understanding apparently helped direct learners' attentions substantially more than the irregularities of other forms.

Based on the findings, this study suggests that levels of second language proficiency have direct influences on the quality of 'noticing', and the different degrees of noticing related directly to writers' revising performance in writing as a process.

6.1.3 Second Language Proficiency

As mentioned in the previous section, students' L2 proficiency and the quality of noticing are directly correlated. Students with a higher L2 proficiency have a greater proportion of 'improved' changes in all categories than the students with lower proficiency. Levels of second language proficiency in relation to writing tasks indicate that the EFL learners with a higher English proficiency perform better in the quality and quantity of 'noticing' the linguistic features and discourse organization in the

reformulation task than those with a lower proficiency. A different level of second language proficiency proved to be directly related to awareness at the level of understanding. In the reformulation task (comparing a first draft with the reformulation), 'more-successful' students may be able to gain more noticed items with understanding than 'less-successful' EFL students. This finding is in line with Cumming's (1989) claim that students who gain proficiency in their second language become better able to perform in writing tasks in their second language, producing more effective texts, and attending more fully to all aspects of their writing. Like Cumming (1989), this study suggests that 'less-successful' EFL students may have limited knowledge of the usage of the second language. EFL students with a lower level of second language proficiency may face difficulties in making sense of complex lexical and grammatical rules as compared with 'more-successful' students. In short, the effectiveness of the noticing strategy to provide feedback for the revision in the composing process has greater impacts 'more-successful' students than the 'less-successful' students. The reformulation may be of more benefit to students with a higher language competence. This study, therefore, suggests that the EFL students should be encouraged to seek improvement at the higher level of second language proficiency. Similarly, Qi and Lapkin's (2001) claim that the level of second language proficiency may be related to the quality of 'noticing'.

In relation to aspects of writing and levels of essay types, the performance of 'more-successful' students showed language forms and other aspects of writing that were noticed and lead to 'improved' changes are higher than that of 'less- successful' ones in all categories. Such findings indicate that the level of second language proficiency has a direct relationship on the 'improved' changes in revision of the EFL composition writing.

6.1.4 Levels of Difficulty of Essay Types

As for the levels of difficulty of essay types, the results as presented in the previous chapter indicate no significant difference between narration and argument for ‘more-successful’ and ‘less-successful’ students in the proportion that leads to improved changes in each category. The overall results generally indicate that the ‘noticing’ process has certain impacts on writing performances regardless of whether it is a ‘narrative’, in which content organization and structure are less complicated, or an ‘argumentative’ essay, in which ideas and structure may be more difficult. Besides this, the results of the study reveal that the amount of ‘improved’ changes in revision was better for the ‘narrative’ than the ‘argumentative’ essay. In other words, a lower proportion of the ‘improved’ change was for the harder ‘argumentative’ tasks. This finding is in line with Cumming’s (1989) claim that students require more cognitive demand on argumentative and summary tasks than on letter tasks. Based on the findings, this study suggests that levels of essay types are somewhat related to ‘improved’ changes in revision.

In relation to the students’ second language proficiency, ‘more-successful’ students, reported ‘notice with understanding’ that leads to ‘improved’ changes is increased in the ‘argumentative’ essay. While ‘less-successful’ students reported ‘notice with understanding’ leads to ‘improved’ changes is decreased in the ‘argumentative’ essay. It is suggested that the level of second language proficiency affects the improved changes in a more difficult type of composition.

6.1.5 Impacts of 'Noticing' strategy in revision of EFL Composition Writing

Based on the overall findings, this study concludes that the process of noticing the 'linguistic features and discourse organization' enhance Thai EFL composition. The level of L2 proficiency for each individual student has a direct effect on levels or the quality of 'noticing' in the reformulation task. Furthermore, the 'levels of noticing' have a direct influence on the 'improved' changes in revision. EFL students, therefore, do need guidance in developing skills to notice problems related to 'linguistic features and discourse organization with understanding in both language forms and other formal aspects of academic essays.

The major findings emerging from this study, as a whole, have generally shown that 'noticing' linguistic features and discourse organization enhance Thai learners' EFL compositions writing. This revision process through 'noticing' was seen to promote 'improved' change for the seven Thai EFL students regardless of the L2 proficiency. In general, the present findings confirm Qi and Lapkin's (2001) claims that providing the reformulation of the student's first draft (an implicit feedback) and encouraging EFL students to 'notice' more linguistic features and discourse organization and writing aspects is a very supportive process. As well as in Izumi's et al (1999) study of testing the output hypothesis, it was assumed that the increase in conditional-related underlines by the experimental group was promoted by the 'output activity'. This is because an 'output activity' was what intervened between the presentations of the two inputs.

6.2 Conclusion

This study investigates the effects of ‘noticing’ in EFL teaching of composition writing. From this study, it can be concluded that:

1. ‘Grammar’ is the most frequently noticed with understanding area by the seven EFL students, as compared with the lexicon and discourse organization.

2. ‘Notice with understanding’ promotes more ‘improved’ change in revision of Thai EFL student writers, as compared to ‘notice without understanding’.

3. EFL student writers with higher English proficiency perform better than those with lower in the quality and frequency of ‘noticing’ and in resolving problems related to the linguistic features and discourse organization.

4. ‘Noticing’ affects writing performance of Thai EFL student writers regardless of whether it is a ‘narrative’ in which content organization and structure are less complicated, or an ‘argumentative’ essay in which ideas and structure may be more complex.

5. ‘Noticing’ strategy with reference to the reformulation task could serve as a proper source of feedback providing that leads to improvement of linguistic features and discourse organization in the revision, and that it enhances the skills of Thai learners of EFL composition writing.

6.3 Pedagogical Implications

The research findings summarised earlier show that the process of ‘noticing’ ‘linguistic features and discourse organization’ develops the Thai EFL students’ writing performance. Here ‘notice with understanding’ promotes more ‘improved’ changes in

revision, as compared to ‘notice without understanding’. The EFL students with a higher proficiency perform better than those with a lower proficiency in the quality and the frequency of ‘noticing’ and resolving problems related to the ‘linguistic features and discourse organization’, and the process of ‘noticing’ affects writing performance regardless of whether it is a ‘narrative’ in which content organization and structure are less complicated, or an ‘argumentative’ essay in which ideas and structure may be more difficult.

Based on the findings, this study derives several pedagogical implications for second language composition writing, particularly for EFL students. In the EFL context where the English language is rarely used, students do not have enough skills to select appropriate words, patterns or rhetorical forms due to a lack of practice as compared to those in native or English speaking countries. ‘Noticing’ may be a crucial tool to help EFL learners achieve their goals due to materials, for example, English newspapers, textbooks and international media are more widely available. Some implications emerging for EFL composition teaching and learning for Thai students may be drawn as follows:

6.3.1 Training ‘Noticing’

Teachers of EFL writing should develop student’s ‘noticing’ strategies. ‘Opportunities for noticing alone are not enough if the students lack the strategies to take advantage of them. Since noticing is a conscious cognitive process, it is theoretically accessible to training and development.’ (Thornbury 1997: 327) There are many possible awareness-raising activities that EFL student writers can be trained in to promote the ‘noticing’ strategies. Thornbury (1997: 333), for example, proposed awareness-raising activities targeted at noticing strategies, with special reference to reformulation tasks.

These are some possible activities a teacher of composition writing can provide for EFL student writers in class.

- Introduce the term ‘noticing’ into classroom metalanguage: for example, ‘What differences do you notice? ‘Did you notice…?’
- Develop text-scanning skills, e.g. spot the difference between two similar texts
- Develop proof-reading skills, e.g. ask students to mark the differences between first and reformulated drafts (by underlining or circling), or between an original text and its reconstructed version; they then exchange their work to double-check that no differences were missed.
- Supply students with dictionaries and/ or grammar textbooks so that they can research the differences between their first written production and its reformulation, and explain these differences to the class. They could be asked to classify the differences according to whether they are mistakes or simply different ways of saying the same thing.
- Ask students to report on the differences between drafts, using fully formulated sentences, e.g. ‘In the original text, they used ‘would’ but I used the past simple..? Thornbury (1997: 333)

6.3.2. Promoting a Native-like Writing

Native-like rewriting may be more helpful to EFL learners than error correction. To be more precise, the explicit feedback or error correction may be unclear and may lack balance among form, content and style. It is recommended that a native-like rewriting is a more appropriate way than the negative feedback of error correction. Johnson (1988 quoted in Thornbury 1997: 328) points out that exposing a learner to the

target behaviour after the event has greater psychological validity than providing a model beforehand. The learners are predisposed to look out for (and notice) those features of the modelled behaviour that they themselves had found problematic in the first draft. Moreover, it allows for learners at different stages and different needs to notice different language features.

The following excerpt indicates how an EFL student writer's sentence is interfered by her first language, and then learned and adjusted.

> Moreover...it has... it has...pure air and...natural and pure air...**better**... **no** ...it has natural and pure air...it has low pollution... **and**... **I remember that**...**the reform** ...**I don't remember**...it is natural...and pure...**it is?** ...'natural'... **is**... adjective...**should be**...'it is'...it has pure air. (LS1: narration)

The above example demonstrates that the sentence is interfered by the first language (Thai). In her first draft, she wrote '…it has natural and pure air', but she eventually remembers that it was written as '…it is natural'.

Truscott (1996) argues that grammar correction should be avoided in ESL composition writing classes. He claims that grammar correction is not helpful in any interesting sense, and it has harmful effects.

However, in the Thai EFL context, the idea of 'noticing with reference to the model written texts reformed by a native speaker may not be a practical application in the sense that most teachers of English are non-natives. This study, however, believes that a model written text used to promote the noticing can be reformed by the teacher in the actual class.

6.3.3 Developing the Quality of 'Noticing'

The quality of noticing may be important for EFL compositions. In this regard, EFL composition teachers should promote learners to notice the language forms and aspects of writing with concentration. As discussed in section 5.2, the findings indicate that the quality of 'noticing' is directly related to 'improved' change in the EFL students' revision. It is therefore suggested that L2 writing teachers, particularly of EFL student-writers, should encourage their students to develop their quality of 'noticing' or awareness at the level of understanding by seeking development at a higher level of second language proficiency. Since more awareness at the level of understanding contributes to more recognition (Leow, 1997), and as such that recognition brings about more accurate written production of targeted forms.

6.3.4 Promoting a More Practical Way for Improving EFL Student's Writing Skills

As we all know Thai EFL students do not have enough opportunity to complete English writing tasks. English is not the language they use for school report writing or any other assignments, except tasks assigned in English classes and writing courses. In this situation, promoting the strategy to notice available written texts such as academic articles in international journals and newspapers in terms of language forms, rhetorical features and other aspects of writing is an alternative and practical way to improve English writing ability.

Thus, Thai EFL teachers of composition writing should motivate students to notice and learn from authentic texts since it brings about independent and autonomous learning, and empowers students. As Schimdt's (1990) claim that all learning requires

attention, there can be no learning without awareness at the level of noticing. It is necessary for converting L2 input to intake. In short, no ‘noticing’, no acquisition. (Ellis (1997a)

6.3.5 ‘Noticing’ Strategy as an Ongoing Process

As a result of the effectiveness of the noticing strategy, students with the strategy can develop not just a writing skill but all skills of L2 competence and performance anytime and independently with no need to attend a writing class. This promotes an ongoing growth.

Thus, the implication is that the ‘noticing’ strategy is a possible way to create the ability to develop further writing skills.

6.4 Limitations of the Study

Though the investigation of this research is applicable in addressing the present research questions, certain limitations have been apparent and are listed as follows:

1. As per the definition of ‘reformulation’ for the purposes of this study, the area of the present study does not include the content material of the essays. Rather it includes lexical changes; form corrections; and adjustments to discourse organization. Content knowledge which is a key component of writing as a process is maintained or ignored.

2. The number of subjects was small due to the population of English major students each year. A large numbers of ‘more-successful’ and ‘less-successful’ students should have been involved in the study.

3. This study was done with subjects who had already completed Basic English Composition courses, in order to save time and get directly to the investigation. So the data collection process did not take place in an actual classroom. All subjects in the study volunteered their time to participate. The written products made by them might not have been taken seriously. As a result, the writing performance in each task might be different from what it should be.

4. This study took a lot of time to complete each task, taking several weeks throughout the semester. The sessions affected the students' actual classes and normal assignments.

5. The schedules of the subjects, the native speaker (reformer) of the subjects' first drafts as well as the researcher of the study who had to prepare the typed and the reformed versions were tight. It would have been better if the study was done more independently or unaffected by the tight schedule.

6.5 Recommendations for Further Research

The findings of the present study have some limitations as mentioned earlier and further research would be needed for investigations according to these recommendations.

1. As shown in the research findings, students reported 'improved' changes in different levels of the writing aspects, i.e. lexical searching, forms, and discourse organization. The three components studied were: lexical changes, form corrections, and adjustments to discourse organization. Apart from these three, 'content knowledge' which is a crucial component in the process-oriented writing is needed to be examined. Further research in this case may provide additional resource texts for the student writers according to their social situation.

2. It has been pointed out by some authors as mentioned in the previous chapter that providing an explicit feedback does not provide the most advantageous conditions to help learners notice their errors. (Qi and Lapkin (2001). Further research is required to investigate the difference between providing the implicit feedback (noticing the reformulation) as used in this study and explicit feedback (error correction) in order to allow further insights into the investigation.

3. The present study was carried out outside class. It is recommended that further research should be conducted in an actual classroom. Here certain areas of writing aspects focused on and the students' potential to notice problems related to writing would be intensively guided so that the written products and outcome of student writers would be taken more seriously.

4. In the Thai EFL context, further research is needed to investigate students in different fields. This should include not just the English major students, or successful language learners who take a lot of English courses, so that the results could be more generalized and applicable.

5. The present study investigated 'narrative' and 'argumentative' essays. Further research should be taken or investigated with other different types of academic essays, for instance, 'description' and 'exposition'.

6. Since the present study used a cassette tape-recorder, it sometimes provided not enough evidence to identify the student writers noticing behaviour for the present investigation. It is recommended that videotapes should have been included as one of the methods of data collection to provide source of the student writers' think-aloud protocols for investigation as the student writers' behaviours could be more obviously identified.

7. Since the area of subjects study was small, the present study recommends that further research should be done with more samples so that the results can be more generalized.

In summary, a replication of the present study is needed to investigate with a wider range of writing aspects, different subjects, and different types of essay writing. This would use a more productive method of data collection to verify whether or not the noticing strategy with reference to the reformulation task generates similar results. If the results of this study are supported by further research, then it is safely argued that the model is essential in EFL composition classroom.

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APPENDICES

APPENDIX A

TEST OF WRITTEN ENGLISH (TWE) SCORING GUIDE

Readers will assign scores based on the following scoring guide. Though examinees are asked to write on a specific topic, parts of the topic may be treated by implication. Readers should focus on what the examinee does well.

Scores

6 Demonstrates clear competence in writing on both the rhetorical and syntactic levels, though it may have occasional errors.

A paper in this category
—effectively addresses the writing task
—is well organized and well developed
—uses clearly appropriate details to support a thesis or illustrate ideas
—displays consistent facility in the use of language
—demonstrates syntactic variety and appropriate word choice

5 Demonstrates competence in writing on both the rhetorical and syntactic levels, though it will probably have occasional errors.

A paper in this category
—may address some parts of the task more effectively than others
—is generally well organized and developed
—uses details to support a thesis or illustrate an idea
—displays facility in the use of language
—demonstrates some syntactic variety and range of vocabulary

4 Demonstrates minimal competence in writing on both the rhetorical and syntactic levels.

A paper in this category
—addresses the writing topic adequately but may slight parts of the task
—is adequately organized and developed
—uses some details to support a thesis or illustrate an idea
—demonstrates adequate but possibly inconsistent facility with syntax and usage
—may contain some errors that occasionally obscure meaning

3 Demonstrates some developing competence in writing, but it remains flawed on either the rhetorical or syntactic level, or both.

A paper in this category may reveal one or more of the following weaknesses:
—inadequate organization or development
—inappropriate or insufficient details to support or illustrate generalizations
—a noticeably inappropriate choice of words or word forms
—an accumulation of errors in sentence structure and/or usage

2 Suggests incompetence in writing.

A paper in this category is seriously flawed by one or more of the following weaknesses:
—serious disorganization or underdevelopment
—little or no detail, or irrelevant specifics
—serious and frequent errors in sentence structure or usage
—serious problems with focus

1 Demonstrates incompetence in writing.

A paper in this category
—may be incoherent
—may be undeveloped
—may contain severe and persistent writing errors

Papers that reject the assignment or fail to address the question must be given to the Table Leader.
Papers that exhibit absolutely
no response at all must also be given to the Table Leader.

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APPENDIX B

Partial Protocols

Narration

[NB: All grammatical mistakes have been kept as in the original texts.]

Noticing stage

More-successful Student 2

[1]**The first sentence**... Before I passed the entrance exam to study at Kasetsart University...**is reformed as**... Before I passed the entrance exam to enter Kasetsart University at the Kampaeng Saen Campus...**this sentence uses an incorrect verb tense**...**at first I thought the present simple tense should be used in the introduction**...**in fact**...**it must be past tense**... entrance exam...**yes**...**yes**...**should be** entrance exam...**it's better**...to study at Kasetsart University...**should be**...'to enter Kasetsart University' (5-second pause) [2] **Next sentence**... I never know this name before...**is reformed as**... I had never heard of it… [3] **Then a new sentence**... I have been here for three years...**I don't know why**... [4]**Next sentence**...I arrived about 08.30 a.m. **is reformed as**... I arrived at about 8.30 a.m. ...**use the preposition** 'at'...**it must be that it is used with time** (5-second pause) [5]There was also so crowded with students in university uniforms...**is reformed as**... it was also so crowded ...there was or it was...**at first I was wondering whether to use** 'there was' or 'it was'... [6]I had many things to do such as reserve my dormitory, check my health, and register for the subjects that I had to study that term...**is reformed as**...I had many things to do such as reserving my dormitory, checking my health, and registering for the subjects that I had to study that term...**um...what to change is the word**... reserve...reserving...check...checking... register...registering...**I don't know why**. (5-second pause) [7]I was so busy throughout the day... **is changed from**... I was so busy until the afternoon... **use** throughout instead of 'until the afternoon'...**better meaning**. (7-second pause) [8]Later, my parents picked me up to the dormitory... **is reformed as**... My parents dropped me off at the dormitory... **change**... 'pick up'...**to**...'dropped off'...**better meaning** (5-second pause) [9]I didn't want to live there at all... **is changed to** 'I really didn't want to live there at all' **use the adverb**

'really'...**to make it I guess stronger in meaning**…[10]I could get along with them...**is changed to**...'we were able to get along with them'...**yes**...use 'we were'...**is better than**...'I could'(6-second pause) [11]After that day, I have to join many university activities until the day I have to study came...**is reformed as**... From that day on and until we began our classes, we joined in with many of the university activities...**yes**... from that day on until we began our class... **this is a very good transition signal**. (5-second pause) [12] When I came to the first class, I came alone and saw many people came alone too...**is reformed as**...When I went to my first class, I arrived alone and saw many people who had also arrived alone...**use**...'went'...**instead of**...'came...**and the verb tense is also changed**... who had also arrived alone… [13]We made 3 relationship and became friends...**is reformed as**...I quickly made conversation with three other people... **this is better in meaning** (5-second pause) [14]**These three sentences were cut off**...**maybe it is too redundant** [15]Thid day was a happy day to begin my student life.

Revising stage

More-successful Student 2

[1]Before I passed the entrance exame to kasetsart University...**this is** past tense...**the past tense verb** 'passed'...**use the words** 'the entrance exam'.(5-second pause) [2]I never heard of it before...**use this sentence**...I never heard of it before.[3]But now I have been here for three years. **use the present perfect tense** 'have' **and** 'past participle verb'...**because it has already happened until now and continue into the future**...**so use**...'have been'(8-second pause)[4]The first day I came to Kampaeng Saen, I arrived at 08.30 am. **use** 'at' **with time**...**and use the past tense of the verb** 'arrived' (5-second pause) [5]I though, this time was quite early but it was so crowded with students in university uniform...**the word** 'cloth' **adds** 's' **when in plural form**...[6]I had many things to do such as reserving my dormitory, checking my health and registering the subjects that I had to study that term...**the word** 'thing' **in plural form**...'things'...**and**...**add** 'ing' **to all the verbs**...reserving, checking and reserving...**to make them consistent**…[7]I was so busy

throughout the day...**use** ‘throughout’ **because it means throughout the day**…[8]and my parents dropped me off to the dormitory...**it means** ‘sending me to the dormitory’(5-second pause) [9]It was a small room that was very difficult for me to arrange all of my things around the room...‘arrange’ **after** ‘to’ **must be in the simple form**... of my things around the room. (4-second pause) [10]I really didn’t want to live there... **use** ‘really’ **to emphasize the meaning**...because I missed everything at my home… [11]But when I talked with my roommates, we were able to get along...**this shows**...**we were going together well** ...‘get’...**after** ‘to’ **is in a simple form**… [12]From that day on and until we began our class...**use this sentence**...we joined many university activities… [13]I wanted to study but I was quite upset… **the word** ‘upset’ **means** ‘worried’ ...because I didn’t know anyone...**I guess this word should be okay**...**it means I didn’t know anyone**...**um** (5-second pause) [14]When I went to my first class, I arrived alone and saw many people who had also arrived alone too...**use** past perfect tense ‘had arrived’… [15]I quickly made conversation with other people...‘quickly’ **modifies** ‘made’ (5-second pause) [16]These day was my happy day to begin my student life...**use** ‘these day’...**but I think I use** ‘that day’ **better** That day was my ...**oh**...**I changed my mind**...**I’d better use** ‘these days’ **because it means** ...**many days**... **that I described.**

APPENDIX C

Partial Protocols

Narration

[NB: All grammatical mistakes have been kept as in the original texts.]

Noticing stage

More-successful Student 4

[1]**I'll read mine first**...**and the reform later** (8-second pause) [2]When I first came to Kasetsart University, Kampaeng Saen in Nakhon Pathom Province...[3]I can...**is reformed as**...'I could'... **um**...**aha**...**yes**...**yes**...**because it is past tense**...**why I used the wrong verb tense**... see that...**um**...**is reformed as**...noun clause... that... it was a very large university and that it had a lot of trees beside the roads of the university...**um**...**yes**...**it's clearer**...**these two sentences were combined**...**aha**...**it's better**...**more interesting**...**it maybe that they are related to each other**...**um**...**okay** (4-second pause) [4]The first place I stopped... **I wrote**...I came...I stopped at... was the Faculty of Liberal Arts and Science...stopped at...**is better**... stopped at...stopped at...okay… [5]I had an interview because I had received a feedback letter from the University...**wrong article**...**wrong verb**...**it must be**...past perfect...**not** past tense...**or what?**)...a feedback, not the feedback...**because I mentioned it the first time**...**use**...'from the university'...not Kasetsart University ...**because it was mentioned for the second time**...**okay** (5-second pause) [6]That day I went to dormitory of men student...**this sentence is very funny**... After the interview, I went to the dormitory for male students...**this is a lot better**...**I couldn't think of this when I wrote the first draft**...**I may not have enough time**... [7]'Shockingly'... **is an adverb**...**it modifies the sentence**...they were very old and dirty...**in this sentence I want to say that now it is still dirty**...**okay**...**I see**...**it must be**...'past tense'(6-second pause) [8]The rooms had many insects...and I didn't know what they were...**okay**… [9]The rooms are too narrow because of five members per room... **actually**...**um**...**is reformed as**... the rooms were also too narrow to sleep five members per room...**is it?** ...**why?** ...**I am not sure**...**is it a reduced form?** (5-second pause) [10]**I wrote**...the weather is very hot in the mornings and very cold in the nights...**okay**...**is**

reformed as...As time went on, I settled in and realized that the weather is very hot in the mornings and very cold at nights...**um**...**preposition**...'at night'...**um**...**beautiful sentence**… [11]Some days...I bath many times because of the hot weather...bath...bath... bath...**um**...**why not** 'bathe'...**as a verb**...**only** b-a-t-h?...**why?**...many times because of the hot weather. (5-second pause) [12]The food here is not bad... but it is the same thing everyday... **I wrote**...there are...**use pronoun** 'it'...there are...**oh!** ...**yeah**...everyday... **no's'**...thing... **no's'**...**I always forget to use this**… [13]In the first and second years...I didn't do many activities...okay...there was just 3 or 4...there was... **I wrote**... there was... **yeah**...**I was wrong**...**should be**...'there were'...there were 3 or 4 activities. (5-second pause) [14]Firstly...I am the head...**is reformed as**...I was...I was the head of the English Major students...**yes**...**yes**...**at first I was going to make it like this**...**but**...**I wrote**... the students' English major...**this is wrong word order**… [15]Secondly...in the academic year 2004...**no comma**...after academic year...I took part in the hazing of the faculty and freshy sports of the university...**um**...**yeah I forgot**...'freshy sport' **is a proper noun**...**capital letters**...event...Freshy Sports event...event...event...**common noun**...**not capitalized** (4-second pause) [16]My impressive experience...**very good**...**the reform is good**...I am mostly impressed with my five best friends...**this is better**… [17]We have known...**yes**...'have known'...**should be** 'present perfect'...we have known one another...not each other... since the first day of the first semester… [18]Lin is a woman who I got to know the first...**no article** 'the'(4-second pause) [19]She is very friendly and talkative...**yes**...**it is**...'talkative'...not 'talkactive'… [20]Tan is very good and who I can consult my problems... with... **this is better**… [21]Gift... I met at the same time I met Lin...**use**...'met'...'met' **is better than**...'know'... [22] **Okay**...**the last one**... Kaew...is my old friend from high school...we have all studied at the same faculty and major...**is reformed as**...we are all in the same faculty and major...**yes changed the verb**...**the main verb**...'we are all'… [23]I love them very much because they are all good friends. We always help each other. (5-second pause) [24]Before coming here...I didn't think that I will have the good friends like...'them'...'them' **refers to** the four friends...this is a true chance to have them as my friends...**um**... true chance.

Revising stage

More-successful Student 4

[1]**Edit my first draft** (5-second pause) When I first came to Kasetsart University...that day...that day...**um**. (7-second pause) [2]The weather at Kasetsart University was very hot in the mornings and very cold in the night...at nights. (10-second pause) [3]As time went on...I had a bath many times. (6-second pause) [4]In the first and second year...I didn't do many activities... [5]firstly...I was the head of English Major's students. (5-second pause) [6]Secondly, in academic year 2004...I took part in the hazing of the faculty and Freshy Sports of the university...**capitalize** F...**capitalize** S...of the university. (8-second pause) [7]My impressive experience is about my five friends...We knew each others...'in'...'at'... in the first day...of the first semester. (5-second pause) [8]Lin was a woman who I meet first...who I first knew. (5-second pause) [9]She is very friendly and talkative... She was very friendly and talkative...**not** talkactive. (4-second pause) [10]Tan was a friend of mine...she was very good...she was very good...I can consult... the problems with her. (5-second pause) [11]Gift... I met her...I met her...um...I met her at the same time I met Lin. She was very pure (7-second pause) [12]The last one... Kaew... was... my old friend from high school...um...high school friend. (5-second pause) [13]We all have studied...we all have studied...at...the English Major...major (10-second pause) [14]Before coming here... I didn't think that I will have the good friends like...them...okay...[15]This is my... chance...to...have...them as my friends.

APPENDIX D

Partial Protocols

Narration

[NB: All grammatical mistakes have been kept as in the original texts.]

Noticing stage

Less-successful Student 1

[1]**Um**...When I first came to Kampaeng Saen...**um**...**the first point I see is in the introduction**...**such as**...the first thing that make me live in the unknown other place that is the impression...it has many impressions...example...place...friend...and food. The third impression that I said it is my impression when I first came to Kasetsart Kampaeng Saen campus University till now...**I noticed that** 'impression' **is a word I used too many times**...**is reformed as**...Upon arriving at the university...I soon became impressed with it and all it had to offer...**this is shorter and clearer and better**...**my introduction must be redundant**...**not concise enough**...**okay**...**now it's better**… [2]Firstly...I love this place very much because of its perfect nature and freshness with many trees...**yes**...**I wrote 2 sentences**...**but the teacher combines them**...because of nature and freshness...**combine noun with noun**...**not noun with adjective**...with its many trees...**okay**...**it's better**. (5-second pause) [3]When I see Kasetsart Kampaeng Saen...the first thing that I see it is tree... **is reformed a little shorter as**...When I first saw Kasetsart, Kampaeng Saen...**When I first wrote this**...**I only wrote in the way that I thought**...**I didn't think**...**about compound or complex sentences**... [4]I can see trees behind the road all the way...**is reformed as**...I noticed all the trees along the road...along the road...**um**... **good**...**this is more concise**… [5]Moreover...it was pure and natural with low pollution which was great for my health... **I used..**.'it has'... 'it was'...is past tense...**yes**...**correct**...**because it is past tense**... with low pollution which was great for my health...**I wrote**...it is not dangerous for my health...**is reformed as**...it is great for my health...**the same meaning**...**but better** (5-second pause) [6]Around the grounds...there are also many ponds which my friends and I now enjoy spending the evenings watching the sunsets when we have free time...**this is better**...**more native-like**... **the teacher combined 2 sentences together using** the

relative pronoun ‘which’...**and the connecting word** ‘and’…[7]Secondly...my friends are important for me... **the teacher cut**... when I live in Kampaeng Saen... **because it’s not necessary**.(5-second pause) [8]We use more time to live together so I have many impression with my friend... **is reformed as**...We spend a lot of time living together so I have many impressions from this experience...**um**...from this experience…[9]The first person who I love is Chanisa Punapobtavon...she is the only old friend whom I came to Kampaeng Saen...**the teacher shortened this sentence into 2 separated sentences**...The first person who I love is Chanisa Punapobtavon...full stop...**but I used a comma**...**the comma is wrong**...[10]**Starting a new sentence**...She is the only old friend whom I came to Kampaeng Saen with...**um**...‘is only’...**should be** ‘is the only’...**there is an article** ‘the’...**okay**...old friend...that I came to kampaeng Saen with...came with..**right**...[11]**Next sentence**...When I felt home sick she would live with me all time...when I felt home sick...she would live with me all time...**this sentence**...**is reformed as**...When I felt home sick she would stay with me and comfort me **yes**...**it should be** past tense...‘felt’...**not** ‘feel’ homesick...**um**...she live with me all time...‘stay with’ me...‘stay’...**is more appropriate**...and comfort me...**yes**...**it’s better**…[12]She was my teacher because she teached me to ride the bicycle and she helped me many thing when I had a problem....**this sentence is reformed as**...She was my teacher because she taught me how to ride...‘how to’...**yes**...‘how to ride’...and she helped me with many things when I had problems.[13]But now...I feel sad...**is reformed as**...**ba**...**ba**...**ba**...**same**...anyone...**this is better**. [13]In fact... she moved to the Bang Ken Campus...[14]Furthermore...my group...**umm**...**the teacher cut this sentence off**...I do now have four...**the teacher combined these three sentences together**...I do now have four good friends and their names are Duang, Amm, Nam, Nat...and we enjoy doing a lot of activities together...**um**...**it is much better** [15]Thirdly...foods...**the teacher corrected it as**...the food...at Kampaeng Saen is of a great impression...um...great...impression...okay.(5-second pause) [16](It is good...) example... um...for example ...**yes**...**yes** for example...not example...**um**...[17]Pa Samran...Auntie Samran...Auntie Samran...**um**...have many delicious foods...**yes**...‘has much’ delicious food...**I used**...‘have many’...[18]**Next sentence**...There are also...and delicious steak...I must to eat at Cowboy Land...I must...**the teacher used**...I ‘like to eat’ at Cowboy Land...‘I like’...**is better**...**should be**...[19]delicious food but I can’t tell your every

place... **is reformed as**...There are many places all with delicious food but I can't mention every place here today...**um**...**I used**...'it has'...**the teacher used**...'there are' in many places...**um**...**I was wrong**...**I forgot** (4-second pause) [20]Finally...I can live at Kampeang Sean because impression from many thing...and the third thing that is my example to tell you… [21]I wish you come to Kampeang Sean and know by yourself... **this sentence is reformed as**...In conclusion...due to the environment, my close friends and all the food I can eat...I really enjoy staying at Kampaeng Saen Campus...**yes**...**the conclusion should be from the whole essay**...not **stating something new**

Revising stage

Less-successful Student 1

[1]**Revise**...**the introduction**(5-second pause) **I only remember that**...**the reform was shorter**... [2]my impression...**how to say**...The many things that...my impression when...I...first...came to...Kasetsart Kampaeng Saen campus...**I don't remember**...till now...such as...**okay**... friend and...food...**next**...has...big reason...three big reason. (6-second pause) [2]Firstly...I love this place because it's perfect nature and fresh...**I don't remember**...Firstly...I...love...this place...because it's perfect nature...perfect nature... um...air...pollution...air...pollution...perfect nature and air (5-second pause) and fresh air...full stop… [3]When...I come...I came...when I came to...I found...when I drive...when I came to...the first thing when I came to Kampaeng Saen...Kasetsart Kampaeng Saen...I see...I can see...I will see more...when I see...I can see...I...I can see trees around...along...along the road...the first thing...I came to Kampaeng Saen...I see...trees along...many trees...I saw... **is better**... I saw many trees along the road… [4]Moreover...it has...it has...pure air and...natural and pure air...**better**... **no** ...it has natural and pure air...it has low pollution... **and**... **I remember that**...**the reform**...**I don't remember**...it is natural...and pure...**it is?** ...'natural'...**is**...adjective...**should be**...'it is'...it has pure air...and help me has strong health...**full stop**… [5]And...Kasetsart...has...and...it...has clam...and it has and beautiful place...more beautiful...**yes**...and it has more beautiful when and my friend...I and my friend like...**present tense**...like to go...it has more beautiful when I and my friend like to go...when we have free time. **this sentence**...**I don't remember** (5-second pause) [6]Furthermore...**use**... 'furthermore'...furthermore it has...more beautiful...I and my friend like to go...like to go...to see...**what?**...see the...beautiful sunset...I and my

friend like to see the beautiful sunset...beautiful place...it has beautiful place...p-l-a-c-e...that I and my friend like to go to...beautiful...like to go...to

see the sunset...sunset...sunset...sun and set...**close together?** ...because...calm and beautiful...calm...and...beaut...ti...ful...do activity and relax...to see the sunset and use this place for relax...okay… [7]Secondly...friend is my important when I...um...secondly friend is my important when I live...in...Kampaeng Saen...I...have more time to live together...friends...so I have...many...impression with them...secondly...the first person...who I love...**this is the same**...is Chanisa Punapobtavon...she is...she is... only...old friend...when I came to Kampaeng Saen...I go...I came home... [8]**next**... **change**...'when I felt homesick' **to**...'she live'... 'she stayed'... **yes**...'with me'...with me all time...when I felt alone...when I felt alone or homesick...homesick...[9]and she...and She was my teacher...and she was my teacher...because...she...she...taught...t-a-u-g-h-t...taught me to ride...the bicycle...and she helped me...many things when I had a problem. (5-second pause) [10]But...now I felt sad because...she...move...**I don't remember**...because she...changed ...she studied...in Bang Ken...because she...she...at Bang Ken. [11]Furthermore...um...my impression...there are...Amm...Duang...Nam...Nat...and me...in my group… [11]We... made... we use...more time...to...use more time...to...live...and do activity together...to... live...together...and...helped me...a problem...and helped me...many things...when I had a problem...I...We...never...forget...together...too. (4-second pause) [12]Thirdly...thirdly... um...foods...is a one thing...that is my impression...[13]For example ...foods in MoMo House...the...favorite food is my...my favorite food is...Ice cream and wavfle (5-second pause) [13]Pa Samran...have...many...many...delicious... foods... **why?** ...Somtam...Tomsaeb...Lab... [14]This is my restaurant... **no**...this is my cafeteria...my restaurant...my place...that I and my friends like to eat… [15]And delicious steak...I must...to eat at Cowboy Land... [16]In Kampaeng Saen... still has more delicious ...but I can't tell you...moreover...but I can't tell you anymore. (5-second pause) [17]Finally...food...finally...beautiful place...beautiful place...natural...Kampaeng Saen... Kasetsart Kampaeng Saen...is...are...is...more beautiful natural place...delicious food... and...my friend...is...my...and my friend that are my impression when I came to Kasetsart Kampaeng Saen... when...beautiful place...delicious food.

APPENDIX E

Partial Protocols

Narration

[NB: All grammatical mistakes have been kept as in the original texts.]

Noticing stage

Less-successful Student 3

[1]**Write an essay**...**entitled**...When I first came to Kampaeng Saen...**I didn't know how to say 'district' in English**...**yes**...'district'...a district of Nakhon Pathom Province... **um**. (4-second pause) [2]such as...I will get study at Kampaeng Saen campus **it should have been written as**...I realized that this would be the place for me to study (5-second pause) **this is better**...**better meaning**...**um**...[3]**and**...**some vocabulary**...**I didn't know**...**um**... **and**...**I was just trying to write**...**to find something to support the main point**... **and**....**um**...**the sentence order of the teacher is better**. (5-second pause) [4]**The word**...**'worship'**...**I have never known this word**...**in English** 'worship'...**okay**. (10-second pause) [5]**The reform**...**is more chronological order**...**and more appropriate word selection**...**this is a good example of my writing** (5-second pause) [6] **the contents of the essay also worry me**… [7]**and my conclusion is not so good**...**I must try harder**...**in vocabulary**...**grammar**...**and practice more.**

Revising stage

Less-successful Student 3

[1]**I am not sure if I can remember**....**because it was one week ago**...**okay**... [2]When I first came to Kampaeng Saen...it is (7-second pause) **district**...**what is 'district' in English**...**I forget again**...**and**...it is...**a district** (5-second pause) of Nakhonpathom province...and it is a home of Kasetsart University (8-second pause) [2]Within Kampaeng Saen campus...there are a lot of trees...**I don't remember**...good air...or...not air... **let me think** (5-second pause) the good air...**okay**...[3]and...This place should to visit around the campus...and there are many faculties...**in plural form?**...**change** 'y' **to** 'i' **then put** 'es'

(7-second pause) [4]Escpeicially ...**I want to say**...it has the largest of animal hospital and Kasetsart University Laboratory school Kampaeng Saen campus...um (5-second pause) [5]At place...p-l-a-c-e...it has...the importance?...um ...at place...it has...Sarn Phorpoo...that people of Kasetsart University Kampaeng Saen campus worship. (5-second pause) [6]Front of campus...there is...um...the relax...**no**...**no**...there is Bhorapaiyatarn that...it is a place of people...relax...**is relax?**...**okay**...is relax...r-e-l-a-x. (5-second pause) [7]Every evening...e-v-e-n-i-n-g...many people...um…people...play sports...because...because...within the university...it has the place of exercises ..**yes**...**yes**...exercises. (8-second pause) [8]**and**...In brief...Kampaeng Saen is a good place because it has a good air...a lot of trees...**um** ...**done.**

APPENDIX F

Partial Protocols

Argument

[NB: All grammatical mistakes have been kept as in the original texts.]

Noticing stage

More-successful Student 2

[1]**In the first sentence**…abortion…**um**…an abortion…**is corrected as**…abortion… **only**…**no article** 'an'...**wherever this word appears in**…**all paragraphs**…**the article** 'an' **is eliminated**…**it should be that this is mentioned in general**...**no article**…is a serious problem **is corrected as**...is a serious matter…(5-second pause) **I don't know why**…**why**...'matter' **is used instead of**...'problem'…that leads to many big problems…**is corrected as**…can lead to many other problem…**put**…'can'…**before** 'lead'…**I don't know why**…and…many big problems…**is edited as**…many other problems…in society…society **without** 's'…'societies' **in plural form was changed to**...'society'…**maybe it was because it is mentioned in general**…[2]**The next word**…'foetus'…**is changed to**...'fetus'…has human right…**no article**…**it should be**...'has a human right'…**it is because I thought human rights was uncountable noun**...to be respected…**is changed to**…one of which should be respected…**why can't I say**…'to be respected'(5-second pause) **it is reformed as**…has a human right…and one of which should be respected… [3] **and in the next sentence**…**the whole sentence was rewritten as**…**the idea was all reorganized**…**um**…**this may not be the point I wish to convey**… [4]**and the word**…'advantage'…**I just know that it can be used for this meaning** (5-second pause) [5]Secondly…um…abortion…**no article**…'an' abortion break the religion taboo **is changed to**...abortion is a religious taboo…**changed**...'religion'…r-e-l-i-g-i-o-n…**the noun form**…**to the adjective form**… 'religious'...**modifies** 'taboo'… [6]and… um…all of religion around the world…um…in the world…**is corrected as**...all religions…**add an** 's'…**changed**…'in the world'…**to**…'around the world'…**um**…**I don't understand why I could not use**…'all of the religions'…**only**…'all religions'…**then**…'in the world'…'around the world'...**may be a better word**… [7]Have

the teaching about…**changed to**…'teach'…**only**…**um**…**still present tense**…have…but have the teaching **use the verb**…'teach'...teach about killing human…human **add an** 's'...**at first I thought there was no** 's'…and unborn children…**um**…**want to say**…and...unborn children is human too...**changed to**... and unborn children even if they are unborn (5-second pause) [8]**and this sentence was eliminated**…although they are the mother's body. **I think it is repeatedly mentioned above**… [9]Consequently, religion strongly deny an abortion...**um**...'deny'...**is wrong**...**should be** 'denies' **because the subject is singular**... denies...**put the** 's' (4-second pause) [10]Finally, no one have right to deny another life **I used** 'have'...**incorrect verb form**...'no one' **is singular**...**so it should be** 'has'...**and put the article** 'the' **before** 'right'...the right...'another' **is changed to** 'a'...to deny a life...**I don't know why**… [11]In brief, abortion...**without the article** 'an'...shouldn't be permitted...**This one is correct**...because it **changed from**...'is unrespected human life' **to**...'it...disrespects ...human life' disrespect...disrespect...**I think that it should be the** prefix 'dis' **rather than** 'un'...disrespects...breaks religious...'religious' **is an adjective modifying** 'taboo'...religious taboo...and destroy ...destroys...**put the** 's'...destroys...**because the subject is singular**...'abortion' **is singular**...the right to living **is changed to**...the right to live.

Revising stage

More-successful Student 2

[1]Nowadays…an…**um**…abortion…**no article**…is a serious matter…**because the teacher used this word instead of the word** 'problem'…**um**…that can lead to many other problem…**um**…**the word** 'lead' **is without** 's' **because it is after** modal verb 'can' (5-second pause) Too many other problems…**um**…problem…**with** 's'…**in plural form**…in society…society …**in singular form** (6-second pause) [2]and I strongly believe that abortion…shouldn't be permitted for three reasons… [3]First of all…first of all…the fetus…fetus…has...a…human-right…and…one…of…a…and all of them should be respected…all of them. (5-second pause) [4]An…unborn child…cannot make…the decision…umm…make decision…**add the article** 'the'…**because**…**to emphasize on the decision**…comma…only…the mother can… [5]Therefore…**umm**…the mother should prepare…the child for the best advantage in

life…**um**…**this sentence was written by the teacher**…prepare the child…**verb** ‘prepare’ **after** ‘should’ **is in the basic form** For the best thing in life…for the best advantage…in life. (5-second pause) [6]Secondly…abortion is a religious taboo…‘religious’ **is an adjective modifying** ‘taboo’ **which is a noun**...**I used** ‘religion’ **here in my first draft**. **It was wrong**…**it should be**...‘religious’ **umm**… [7]All religions…religions…**with** ‘s’ around the world teach about killing humans…**um**...**mm**…**I used**...‘have the teaching last time’…**but the teacher changed it to**...‘teach’…teach about the killing human… human…**put** an ‘s’…**because it is plural**...and unborn children…even if they are unborn…**um**…**I remember that it was reformed as**…even if they are unborn…**they are human beings**… [8]Consequently…religion strongly denies…**umm**…‘denies’…**pu**t an ‘s’...**because the subject** ‘religion’ **is singular**…abortion…**no article**…**umm** (5-second pause) [9]Finally…no one…um…no one…**use**...‘has’ **with singular subject**…‘right’ deny…other person…life…the…**um**…right…**put** an article...‘the’ (4-second pause) [10]**um**…**use the word**…‘unfortunate’ people ‘unfortunate’...**is an adjective modifying** ‘people’…may be born disabled...**yes**…**umm**...**use**…‘disabled’…but they should still have the right to live… whether they want to live or not. (5-second pause) [11]Consequently…we shouldn’t…um…destroy his life…destroy…**use simple form of verb**…before giving them the chance…chance…**not sure**…**whether to put** ‘the’…**um**…to cry. (5-second pause) [12]In brief…abortion shouldn’t be permitted…permitted…um…**is in** passive voice **form**…be permitted because it disrespects human life…um…disrespects…disrespects …**this is the teacher’s word**…**put** an ‘s’ **because the subject is** ‘it’...human life…**then comma**…breaks….break **put** an ‘s’…religious taboo (5-second pause) and…destroys… **put** an ‘s’…to… **um**… the right to live.

APPENDIX G

Partial Protocols

Argument

[NB: All grammatical mistakes have been kept as in the original texts.]

Noticing stage

More-successful Student 4

[1]**Um**…**umm**…**use**...'strongly' **which is an adverb**…**to modify the verb**…'believe'…**to make it better**…**umm**...**this is the using of passive voice in the sentence** (5-second pause) Abortion should not be permitted…**um**…**um**…**this is the controlling idea**…for three reasons…**use**... [2]'firstly'...aha…okay…unborn children…**not sure if it is**... 'children' or 'child'…**it should be** 'children'…**um**…they should be given to be born…the pregnant woman should give a chance…to…unborn children…**If I use**… should be given a chance to be born…**passive voice**… [3]they are nealy men…**this one I am not so sure**...'nealy' ...**I want to say that**...**these unborn children are about to be human beings**...**or they are humans already**...**but I am not sure whether I can use** 'nealy' (5-second pause) [4]so every lives...should be equal in the rights. **this one I am not sure**...**I don't know how to say**...**and I am not sure to use** 'life' **or** 'lives' **after** 'every'...**not sure whether to use singular or plural** (5-second pause) [5]Secondly...abortion is about religeous belief...um...**use an adjective to modify the noun** 'belief'...**instead of using only**...is about belief...**use** 'religeous' **which the adjective to modify noun** (5-second pause) [6]abortion is to kill the children, who cannot beg, ask and fight for births **I mean abortion is to kill a child**...births **I think it should be with** 's'...**because**...**um**...'their'...their births **and**...'who' **is a relative clause**...**um** (5-second pause) [7]To kill anyone extremely contrasts to religeous rule (7-second pause) **not sure whether to use** 'contrasts' **or** 'contrasts to' **because I have also seen** 'contrasts to'...contrasts to...**okay**...to kill anyone...**I mean anyone**...**um**...especially...**I am not sure if there is a** semi colon **before the** 'especially'...**and a comma after it** (5-second pause) [8]especially killing children **I am not sure whether it is followed by a** clause **or** a phrase **or** a noun...**should be a phrase using the present participle**...**um**...killing children

...**and**... [9]Finally, their...vulnerable...lives must be protected...**use**...passive voice...their vulnerable lives...'lives' **put an** 's'...**because of**...'their'… [10]to kill someone contrasts not only to the moral but also the law...killing someone is...contrasts...**I am not sure whether**...**to use**...**um** contrasts to not only the moral but also **or** contrasts not only to the moral but also to the law...**this one I am not sure**...**and the word** 'moral' **looks like an adjective**, **rather than a noun**...**so I use the article** 'the'...the moral...like the good...the bad, etc. [11]Actually, the unborn children can articulate their rights...**put an** 's'...**because** ...their...to life (5-second pause) [12]Indeed, abortion should not be permitted...**this is my conclusion** ...**restatement** ...because it is to limit their rights… [13]**Next is the comparison between my first draft and the reformulation**...**I will read the reform first...then compare it with my first draft**… [14]I strongly believe that abortion should not be permitted for three reasons...**this sentence is the same as mine**...**there's no correction**… [15]Firstly, abortion is about the...right...and wishes...of...an...unborn children...an unborn... child...**is reformed as**...unborn child **but I used**...unborn children...**the teacher uses**...'an unborn child' **use a singular form, but I used the plural form**...**I am not sure why I cannot use the plural form**...or **perhaps it is not suitable**… [16]any child should be given a chance to be born **I am not sure why any is used in the statement and with a singular noun**…um [17]as the pregnancy progress, the baby takes on the shape of a human forming legs and arms...**right? But I used**... they are nealy men and women who were already born, so every lives should be equal in the rights...**the reformulation is very good**...I **don't know as many vocabularies as the teacher**...**and this sentence is also nice** (4-second pause) As the pregnancy progresses, the baby takes on...takes on the shape of a human forming legs, and arms...good...good sentence...**why cannot the plural form be used when mentioning about the noun in general...why singular?**... **as well as** 'a human'…**because it must be related to the** 'the baby'… [18]So even though…so even though the baby is unborn, it does have the same rights as adults…**use** 'does' **to emphasize the meaning**…it does have the same rights as adults…**okay**… [19]Secondly, abortion is about religious belief…**um**…**okay**…abortion is about religious belief…**okay**… [20]**next**…to kill a person is in contrasts to religious…**that's right**… 'contrasts to'…religious rules…**I used** 'religeous rule' **without putting the** 's'… **um**…'especially'…**put a comma only after it**, **no comma before it**…

[21]Finally, their vulnerable lives must be protected…**the same**… [22]to kill someone contrasts not only moral issue but also the law…**why is** ‘to’ **missing?**...**and here the teacher put the word** ‘issues’…‘moral issues’ **without the article** ‘the’… [23]Indeed…**it is the same**… **okay**…**but one of my sentences is missing**…(5-second pause) Actually, the unborn children can articulate their rights to life… **This sentence is gone**... [24]In deed, abortion should not be permitted because…it is…because it denies a child’s right, contrasts religious belief, and breaks the law.

Revising stage

More-successful Student 4

[1]I strongly believe that (5-second pause) **I remember that this sentence**...**is reformed as**...abortion...should not be permitted for...three...reasons. [2]**The next sentence begins with**...Firstly...comma...abortion...is about the rights and wishes...of unborn children (4-second pause) **must be changed to**...unborn child...**okay**. [3]They should be given a chance to be born...to be born...okay. [4]**next**...**this one**...In the pregnancy...progresses...the babies...**I don’t remember the word that the teacher used in the reformulation**...**I think it was** ‘babies’...**in the plural form**...already form...into...two legs and two arms...so every ...lives should be equal in the rights...every...**I am not sure** (5-second pause) [5]Secondly...**aha**...abortion is about religeous beliefs **no word** ‘about’...beliefs... **put** the ‘s’… [6]Abortion is to kill children...who cannot beg, ask and fight for their birth...**I am not sure about this sentence**...is to kill children...that extremely...contrasts to religeous rules ‘rule’...**put** the ‘s’...**okay**...**um** [7]Finally...finally...their vulnerable ...lives must be protected...moral issues(5-second pause) [8]To kill...anyone...contrasts not only the moral issues but also the law. (4-second pause) [9]Indeed...um...actually, the unborn child can articulate themselves to lives...can articulate themselves...to lives... [10]In deed...**to emphasize**...**I remember that**...abortion...should not be permitted...because...it limit their rights...it is limit their rights...contrasts to the religeous belief and breaks the law.

APPENDIX H

Partial Protocols

Argument

[NB: All grammatical mistakes have been kept as in the original texts.]

Noticing stage

Less-successful Student 2

[1]**Begin**...**the sentence**...The first thing...in the society...**is reformed as**...in society...**there is no article** 'the'...**um**...abortion should be permitted...because of three reasons...**the original draft was written as**...abortion should be permitted by three main reasons ...are...following by the three reasons. (5-second pause) **the teacher changed**...'by' **to** 'because of'...**it looks better**...**and correct**. (4-second pause) [2]Firstly...the woman should have the right to decide about her life...**I did not have the word**...'the right'...the right to decide...'right'...**means** 'correct'...to decide. (8-second pause) [3]**And there is an added sentence**...**that is**...If a woman doesn't want to go through the full nine...months...she should have the right to make the decision rather than leaving pregnant without a partner to help share the expense and responsibility...**um**...**my original draft**...the full nine months...**at first I wrote**...she has to be pregnant for...nine monthes. (5-second pause) **this sentence was adjusted to be better**...**and more correct**...**it is like**...**all sentences that were edited**...**the whole paragraph**...**um**...**use** the present perfect...**and then**... [4]Even though the woman is pregnant...through her own foolish actions...she should have the right to decide what is best for her...**um**...**my original draft**...she has to be pregnant for nine monthes...if she want not keep the child...she ought to have a complishment to be determine abortion...it is good better will set the child to be born by the mother unwanted. (5-second pause) **the reform has more reasons that**...**um**...should not be...permitted ...**um**...**the meaning is in the same way**...**but with a different explanation** passive voice...**um**...**is used in the reform**...what is best for her...**um**. **Next is**... [5]Secondly...during the early stages...the baby is not formed as a human...**original draft**...**I used**...'in addition'...**um**...'transition'...**different** transition... the...the child does not still

alive...**is this vocabulary specific?**...during the early stages...**my sentence and the reformed one are totally different**...**I wrote**...the first distance...the pregnant...**um**...the child is a caterpillar whom is lifeless. (7-second pause) **this has the same meaning as**...'the baby is not formed as a human'...**but using a different structure**… [6]Within the first... three months, the baby is yet to be...formed, so it is not a person...and does not have any feelings **my sentence is**...'the child without feeling'...**I think it has the same meaning**… In the later stages, it has formed into a person but still does not have any feeling...**the reform is a lot better, more comprehensible**… [7]Morally, it would be best...to allow an abortion in the early stages of pregnancy...**um**...**and for the transition word**...**I used** 'finally'...**but the teacher reformed it as**...'thirdly'...**at first I wanted to say that**...the abortion...is a good way...more than release the child grows up in bad society...**is reformed as**...unwanted...children can be...burden to...society...**and gave an example**… [8]In such cases, the child might be placed in a shelter...or as an early teenage run away from home. **My sentence was**...If the child is born by the mother's does not be willing, a consequence is the child is abandoned in the bad surrounding… [9]When he grows up he will become the problem of society...**is reformed as**... [10]In either case, the child is a burden to society, in a shelter; it is the tax paper's money which is used to provide for the children. **The reform provided more examples to make it better**… [11]whereas on the streets, the child would probably turn to crime as a means of support. [12]As a means to avoiding these problems, we ought to consider at what stage a pregnancy can be aborted. (5-second pause) **The reform added more transition words**...**and it is more native like**...**my sentences are interfered with Thai**... [13]In brief, unwanted children with single parents can be a burden to the mother and society in long term, while killing a fetus before it takes on a human form is not killing a person. **I wrote**...In brief, the abortion is treatment the problem of society in the long distance, it is better than release the problem occurs, it is difficult which relizes… **I used only** present simple **in my first draft**...**but the teacher used** present simple and present perfect.

Revising stage

Less-successful Student 2

[1]**Comparing the reform with my first draft**…**it is different in forms of using the verb tense**…**and the transition**…**that i**s…**using different transitions**… [2]**the first sentence**

…**I wrote**...'In the society' **is reformed as**...'In society' **there is no** article 'the'… **and**…**this is the same** abortion should be permitted. (5-second pause) **this is the same as mine**...**but**…**the different thing is that**…**I use**...'by'…by three reasons…**is reformed as**…because of three reasons…**then I wrote**…**what the three reasons are**…**after that**… [3]Firstly…**I then mentioned that**…the women should have decide to choose best way to her life…**that is**…**um**…**add more supporting details**… [4]It is a good reason because she has to be…pregnant for nine monthes…**then**…**I use**…present simple…**and another one**…**is**…if she unwant the child…'unwanted' **this is**…**I'm not sure whether it is correct**…**I used**...'unwanted'...**too many times**…**the reform is better**… **use**…auxiliary verb…**use**...'ought to'...she ought to have a complishment to determined abortion…**the teacher added some more reasons here**…**it looks better**…**the teacher added a lot of reasons here**…**yes**… **My first draft mentioned a few reasons**…**not enough**…**because I could not think about it by that time**…**I never thought that**…**um**…**I must mention a lot of reasons like that**…**in addition**…**I remember that the teacher used**…transition **here**…**yes**… [5]Secondly…the child is a caterpillar whom is lifeless…in the early 4 month…of pregnant…**this one I am not sure whether it is correctly used**… [6]therefore ...it does not wrong that will make abortion… [7]Moreover, the child cannot get the feeling…so he does not know and hurt… [8]Finally the abortion is good way more than release the child grows up in the bad society…**I wrote**…the child was born by the mother unwanted…**at first I used** present simple…**no**…**no**…passive voice…**but present**…**next sentence**… [9]In brief…**same**...**same**...**my conclusion in the first draft does not correlate with the contents in the body of the paragraph**…**so I change to**…the abortion does not be wrong if the women decide to make it in the first distance of pregnant because it is the good way in the long distance. (5-second pause) [10]Both the mother and the child have not to get a result which they d not like to occur…**I think this revision is better than the first draft**.

APPENDIX I

Partial Protocols

Argument

[NB: All grammatical mistakes have been kept as in the original texts.]

Noticing stage

Less-successful Student 3

[1]**Um**…**first draft and the reform**….should abortion be permitted…should be permitted legally? **I agreed**…**I said yes**… [2]**To start the introduction paragraph**…**it should be**… In my opinion…**I only wrote**… 'My opinion'…**it must be**…'In my opinion'…**um**…**this my first mistake**...**and this sentence**… [3]Should abortion be permitted **this is not a sentence**…**because**…**it is not a subject plus verb plus object** (5-second pause) [4]First…not first…should be 'firstly'…**the teacher used**...'firstly'…**it is my mistake**… [5]And…abortion…**no** article 'the'…**because it is uncountable noun?**...**or not?**...**I wrote**…the abortion is moral because it can kill mother's womb. **is reformed as**...'morally wrong' (5-second pause) [6]abortion is morally wrong because it is like killing a child…**um**…**the same meaning**…**teacher is right**…**I am wrong** (5-second pause) [7]can kill…and it is dangerous to the mother…mother or the child. **Next**… [8]so there is prevent of abortion…**the teacher cut this sentence**…**maybe it is irrelevant**. (5-second pause) [9]Second…**should be**...'secondly'…abortion…**no** article 'the' the abortion is illegal …**yes**...**yes**…**but no** article…**um**…because nobody…don't allow… [10]And… this is a reason **must be**…'this is'…**not**...'it is'…**must be**…this is the reason that every hospital…**um**…refuses to do abortion…**um**…**this is confused**…**must be**...**like the reform**… but…but…but it has...**no**...**no**…**must be**… [11]there are some private clinic that it does the abortion…'clinic'…**must be in plural form**…**okay** Clinics…which? **why not**…**that**…**I don't remember**…**um**… [12]Third…**must be**...'thirdly'…**then comma** Even though…even though…it is legally wrong…wrong…wrong…**I used the wrong word**...**it's too unkind something like that**...**because all religions teach to love each other and protect animal life**...**um**...**but**...**I was trying to explain the meaning but it is not in the way that I wanted to convey**... **I used**...'for

example'...the teaching of Christ **something like that**...**um**...**the reformulation is more concise**...**the word** 'animal'...**must put** an 's'...**remember**...**because it is indefinite**...**yes**...**yes**...**and then**...**um**. (6-second pause) [13]In brief...many people don't get...accept?...get...**I think** 'get' **is okay**...**but** 'accept' **may be more appropriate**...accept the abortion...because it is...**must be**...'moral'...**not**...'immoral'... **here I don't remember**...**um**... [14]and... killing the child who is still innocent...**um**...**use the conjunction**...'and' **without beginning a new sentence**...**um**...**it should be like this**...**in order to make the sentence continued**...**um**...**and**... [15]Is it right **it is right if we**...accept the abortion...**um**...**it should be like this here**...**because if I used**...is it right that should have abortion ...**it's confusing here**...**I couldn't think like this when I first wrote it** And...it is like...the killing...**it must be**...'killing' **only**.... [16]'innosent'...**I misspelled it**...**because the teacher did not allow us to use a dictionary.**

Revising stage

Less-successful Student 3

[1]In my opinion…I disagree with...with…what? ...I disagree with…what? **I forget**…**.oh**…the abortion…**nothing**. (5-second pause) the abortion should be permitted…for three reasons. (8-second pause) [2]Firstly…f-i-r-s-t-l-y…abortion is…moral or immoral… **I don't really remember**...is more moral…**I don't remember**…because it…it…it is? It…it…is…or it kill mother …and…dangerous…it kill…**what! ...no**…**no**…verb **and** verb…it is to kill…**no**…it kill…**wait! wait!**...it is killer…**yes or no?** ...it is kill and dangerous…um…of mother…um…[3]So…there are prevent…of abortion…um… [4]Secondly…the abortion is illegal because…nobody…nobody…don't allowed the abortion…um…[5]The reason…the reason that every hospital…don't the abortion but… um…it has?...**it is plural**…**it should be**…'it has'…**but**…it has clinic…**no**…**no**…**this is not a good sentence**… other clinic where…um…does the abortion…um…**I am not sure here**…**let me think**…clinic? ...the clinic…other?…**no**…**just say**…the clinic…the clinic where does the abortion (5-second pause) [6]um…Thirdly…**must be**...'human right'...it is human-rights because doctor...don't...**or what?**...**use**...'does'...doesn't the abortion... **because the doctor doesn't do the abortion ...the doctor shouldn't do the abortion**...**um**...**and**...**um**...**what!**... [7]so therefore...Therefore the doctor isn't human

rights. [8]um...The fact that...the abortion...shouldn't be permitted... [9]um...The teaching of religion...**how to spell**...g-i-o-n...religion...**is it French?** ...'that' **is better**...**should be better**...that love neighbor...n-e-i-g-h-b-o-r...like us...and doesn't kill animal or...human… [10]It is very important...um...important. (5-second pause) [11]In brief...many people...don't get...the abortion because it is moral...illegal **also?** ...illegal and human- rights...um...and human right… [12]It is like to kill a child...'b-e-c-a-u-s-e' **is better**... because...a child is innocent...**um**...**I must spell this word correctly**....'innocent'…um. (5-second pause) [13]Is it right to allow the abortion?...yes/no question...**um**...is it right...right...is it the right that...um...should have abortion...should be have...abortion? ...**um**...**um**...**okay**...**that's all I can remember**. **I guess I wrote many incorrect sentences.**

APPENDIX J

Students' Essays: Narrative Phase 1

First Draft (Stage 1)

Written by More-successful Student 1

When I First Came to Kampaeng Saen

When I first came to Kampaeng Saen campus at Kasetsart University, my life style is quite change. I think Kampaengsaen campus is large and very calm however, it makes me get a lot of experience. I'm happy that I came to Kampaengsaen with several reasons

To begin with, Kampaeng Saen have a lot of activities for student. For example, there are the sport competition of each faculty, it make me get a lot of friends and fun too futhemore in every year there is an activity that is interested students very much It is freshy night. This activity will happened for the new students but the other student can join it too. Second I'm very impressive with the weather and environment of this campus. It makes me feel fresh everyday and the weather is good. Although this campus is very calm for me but it seem be home for everyone. Moreover this campus have many trees and large area which is good for students because it is not crowed

Third, I have a lot of friends and I think my friend is very kind and good for me. Because I must live in the dormitory, I can know many people who study in the same grade and other. Moreover I can know the students who study at other faculty.

I think, It' good to stay at the dormitory because I can spend time with my friends and we can consult the problems together , Although sometimes we feel bad to chang

ourself to make another one feel good but I think that make me live with many peopeo well

Finally, I can study effectcienly in Kampeang Saen. Although I think the fatilyty is not good as the same as Bangken Campus But I can study hapily in Kampaeng saen

All in all, I'm happy with studying at Kampaeng Saen campus. The experience make me feel good and I think if I'm not study at this campus Mayby I'm not happy with studying and liveing like here.

Reformulation (Stage 2)

When I first came to Kampaeng Saen Campus to study at Kasetsart University, my life style changed dramatically. I remember thinking that the campus was large and very calm. I felt quite sure that it was going to offer me a lot of new experiences. Because of this, I was feeling happy for several reasons.

To begin with, Kasetsart has a lot of activities for its students, such as sport activities. This helps to bond faculty members into a team. Likewise, each year there is Freshy Night which helps to unite all campus students and is enjoyed very much by all. I still remember my first Freshy Night vividly. Secondly, the weather and the environment caught my attention as it made me feel fresh and alert. One of the reasons that the air is as clean as it is is due to the size of the campus and the large number of trees that help students to feel more at home.

Thirdly, I soon made a lot of new friends which was good for me. This helped me to settle into my new life and surroundings. In addition, most of the students in my dormitory were from my faculty which helped me to get to know people. I thought it

was good to stay at the dormitory because I could spend more time with my friends and we were able to consult on our problems together.

Finally, looking back over the past few years, I can see that I am able to study effectively although I think the facilities in my faculty are not as good as those in Bangken, the main campus.

All in all, I'm happy with studying at Kampaeng Saen campus. The experience makes me feel good, and I think if I were not studying at this campus, I might not be happy living anywhere.

Revision (Stage 3)

When I first came to Kampaeng Saen campus to be at Kasetsart University, my life style was changed immediately. I thought this campus was large and very calm, also it made me got a lot of experiences. I'm happy that I came to Kampaeng Saen campus for several reasons.

To begin with, Kampaeng Saen have a lot of activities for its students such as sport competitian. From this activity it made me knew many friends and felt fun. In addition, Freshy Night which is an activity for new students occurs every year, students in other grade also can join it. Second, I felt very impressive weather and environment. Because of the large area which have many trees; therefore it's good with students to feel fresh everyday. Although Kampaeng Saen is very calm for me, but it seems to be home for everyone because of the reasons above.

Third, I have a lot of friends who are very kind. Because of living in the dormitory, I made know many people. Therefore I know people who are in the same grade and at other faculty. Moreover, it's good for me to spend time with my friends

because we can consult problems of each other. Although sometimes I felt bad to changed my behavior for living with other people, I could improve myself to be better.

The last reasons is I can study happity in Kampaeng Saen, although I think facilities aren't good like Bangken, the major campus.

All in all, I'm happy with studying at Kampaen Saen campus because I get a lot of experience. I think if I were not study at this campus, I might not be happy with studying and living.

APPENDIX K

Students' Essays: Narrative Phase 1

First Draft (Stage 1)

Written by More-successful Student 2

When I First Came to Kampaeng Saen

Before I pass the entrance examination to study at Kasetsart University, Kampang Saen campus, I never know this name before and never dream to study here. But now I have lived here for 3 years. I have many impression with Kampaen Saen.

The first day I came to Kamphang Saen was the first meeting day. I arrived here about 08.30 am. I though, it was quite early but there was so crowded with students in university uniform and their parents in colorful cloths. I had many things to do such as reserved my dormitory, checked my health and registered the subjects that I had to study in that term. I was so busy untill the afternoon that my parents picked me up to the dormitory. It was a small room so it was very difficult for me to arrange all of my things in that room. I did't want to live there at all because I missed everything at my home. But when I talked with my roomates, I could get along with them and they always helped me to feel better.

After that day I had to join many university activities untill the day that I had to start study came. I wanted to study but I was quite upset because I didn't know anyone. When I came to the first class, I came alone and saw many people came to class alone too so we made 3 relationship and became friend. That day was my happy day.

I had many activites to do so I didn't had many free time to miss my home. I lived here happily with my friends untill the end of first year and second year.

Reformulation (Stage 2)

Before I passed the entrance exam to enter Kasetsart University at the Kampaeng Saen Campus, I had never heard of it. But now, I have been here for three years and have many impressions.

The first day I came to Kamphang Saen, I arrived at about 08.30 A.M. I thought it was quite early, but it was also so crowded with students in university uniforms and their parents in colorful clothes. I had many things to do such as reserving my dormitory, checking my health, and registering for the subjects that I had to study that term. I was so busy throughout the day. Later, my parents dropped me off at the dormitory. It was a small room, and it was very difficult for me to arrange all of my things around the room. I really didn't want to stay in the dorm at all because I missed everything at my home. But when I talked with my roommates, we were able to get along, and they always helped me to feel better.

From that day on and until we began our classes, we joined in with many of the university activities. Initially, I wanted to study but I was quite upset because I didn't know anyone. And when I went to my first class, I arrived alone and saw many people who had also arrived alone. I quickly made conversation with three other people and we became friends. This day was a happy day to begin my student life.

Revision (Stage 3)

Before I passed the entrance exame to kasetsart University, Kampang Saen campus, I never heard of it before. But now I have been here for three years. I have many impression with Kampaeng Saen.

The first day I came to Kampaeng Saen, I arrived at 08.30 am. I though, this time was quite early but it was so crowded with students in university uniform and

their parents in colorful cloths. I had many things to do such as reserving my dormitory, checking my health and registering the subjects that I had to study that term. I was so busy throughout the day and my parents dropped me off to the dormitory. It was a small room that was very difficult for me to arrange all of my things around the room. I really didn't want to live there because I missed everything at my home. But when I talked with my roomates, we were able to get along and they always helped me to feel better.

From that day on and until we began our class, we join many university activities. I wanted to study but I was quite upset because I didn't know anyone. When I went to my first class, I arrived alone and saw many people who had also arrived alone too. I quickly made conversation with other people. These day was my happy day to begin my student life.

APPENDIX L

Students' Essays: Narrative Phase 1

First Draft (Stage 1)

Written by More-successful Student 3

When I First Came to Kampaeng Saen

When I first came to Kampaeng Sean, I'm very exciting because it is a new place for me. Before I came here, I think there is not comfortable because it located far from the city. On the other hand, when I saw many trees in the campus, it's first impression becase I likes trees that it make me fresh. I likes many things in Kampaeng Sean Campus such as friends, activity, study and weather. Firstly, I met many new friends who came from the other places, but I didn't know how to talk with new friends. They think that I'm a shy person. After that, when we talked together, I know they are good friends because they are honest and kind. While I studied in the first year, I didn't like to do activities; for example, cheering which they need to practice the song was the tradition of the university. I think it's nonsense and waste time. However, after I finished the first year, I changed my thought. I did almost activities because I think it's fun and I got many friends from the activities. I likes many teachers because they pay attention to teach.

Reformulation (Stage 2)

When I first came to Kampaeng Saen, I felt very excited because it was a new place for me. Before I came here, I thought there it would not be comfortable because it was located far from the city. On the other hand, when I saw many trees on the campus, I

liked them and it made me feel fresh. I like many things here on Kampaeng Sean Campus such as friends, activities, studying and the weather. Firstly, I met many new friends who came from the other places, but I didn't know how to talk with those new friends. They thought that I was a shy person. After we got to know one another better, we became good friends because they were honest and kind. While I studied in the first year, I didn't like to do the activities; for example, cheering which needed to be practiced and was the tradition of the university. I thought that it was complete nonsense and waste of time. However, after I finished the first year, I changed my thinking and began to do more activities because I thought it would be more fun, and I would have a better social life. Now, I am quite popular and in good health.

Revision (Stage 3)

When I first came to Kampaeng Sean, I was very excited because it was a new place for me. Before I came here, I thought it was not comfortable place because it was located far from the city. On the other hand, when I saw many trees on the campus, it was first impression because I liked many trees that it made me feel fresh. I liked many things on Kampaeng Sean Campus such as friends, activities, studying and the weather. Firstly, I met many new friends who came from the other places, but I was shy to talk with them. Moreover, after we were friends, I knew they were good friends because they were honest and kind. While I studied in the first year, I didn't like to do activities; for example, they needed to practice the song in cheering which was the tradition of the university. Some times, I thought it wasted of time, but I changed my thought when I finished the first year. I participated many activities because it was useful and made experience to work with the other people. Now, I learn many things to be good experience for me from the acitivities.

APPENDIX M

Students' Essays: Narrative Phase 1

First Draft (Stage 1)

Written by More-successful Student 4

When I First Came to Kampaeng Saen

When I first came to Kasetsart University, Kampaengsaen in Nakhon Pathom Province, I can see the very large university. There is a lot of trees beside the roads in university. The first place I came is the faculty of Liberal Arts and Sceince. I had an interview because I received the feedback letter from Kasetsart University. That day I went to dormitories of men students. In my opinion. These are very old and dirty. In rooms, there are many insects and some insects. I don't know what kind they are. The rooms are too narrow because of five members per a room.

The weather at Kasetsart University is very hot in the mornings and very cold in the nights. Some days. I have a bath many times because of the hot weather. The food here is not bad but there are the same things everydays.

In the first and second years I didn't do many activities. There was just 3 or 4 activities. Firstly, I am the head of the students' English Major. Secondly, in academic year, 2004. I took part in the hazing of the faculty and freshy sports of the university.

My impressive experience is about my five friends. We know each other in the first day of the first semester Lin is a woman who I know the first. She is very friendly and talkactive. Tan is one of mine; she is very good. I can consult the problems with her. Gift, I know her in the same time I know Lin. She is very pure and innocent. The last one, Kaew is my old friend from high school. We have all studied at the same faculty

and major. I love them very much because they are all good friends. We always help each other. Before coming here, I didn't think that I will have the good friends like these. This is my good chance to have them as my friends.

Reformulation (Stage 2)

When I first came to Kasetsart University, Kampaeng Saen in Nakhon Pathom Province, I could see that it was a very large university and that it had a lot of trees beside the roads of the university. The first place I stopped at was the Faculty of Liberal Arts and Science. I had an interview because I had received a feedback letter from the University. After the interview, I went to the dormitory for male students. Shockingly, they were very old and dirty. The rooms had many insects, and I didn't know what they were. The rooms were also too narrow to sleep five members per room.

As time went on, I settled in and realized that the weather is very hot in the mornings and very cold at nights. Some days, I bath many times because of the hot weather. The food here is not bad, but it is the same thing everyday.

In the first and second years, I didn't do many activities. There were just 3 or 4 activities. Firstly, I was the head of the English Major students. Secondly, in the academic year 2004, I took part in the hazing of the faculty and Freshy Sports event of the university.

I am mostly impressed with my five best friends. We have known one another since the first day of the first semester. Lin is a woman who I got to know first. She is very friendly and talkative. Tan is very good and who I can consult my problems with. Gift, I met at the same time I met Lin. She is very pure and innocent. The last one, Kaew, is my old friend from high school. We are all in the same faculty and major. I love them very much because they are all good friends. We always help each

other. Before coming here, I didn't think that I will have the good friends like them. This is a true chance to have them as my friends.

Revision (Stage 3)

When I first came to Kasetsart University, Kampaeng Saen in Nakhon Pathom Province, I can see that the university is very large. There is a lot of trees beside the roads in the university. The first place which I stopped at is the faculty of Liberal Arts and Sceince. I had an interview because I had received the feedback letter from Kasetsart University. That day I went to male domitories. In my opinion, these were very old and dirty. In rooms, there were many insects but I didn't know that kind they were. The rooms were too narrow because of five members per room.

The weather at Kasetsart University was very hot in the mornings, and very cold at nights. As time went on, I bathe many times because of the hot weather.

The foods are not bad but there are the same foods everyday.

In the first and second year, I didn't do many activities; There was only 3 or 4 activities. Firstly, I was the head of English Major's students. Secondly, in academic year 2004, I took part in the hazing of the faculty and Freshy Sports of the university.

My impressive experiences is bout my five friends. We knew each others in the first day of the first semester. Lin was a woman who I first knew. She was very friendly and talkative. Tan was a friend of mine; she was very good. I can consult the problems with her. Gift, I met her at the same time I met Lin. She was very pure and innocent. The last one, Kaew was my old high school friend. We all have studied at the English Major. I love them very much because they are my friends. We always help each others. Before coming here, I didn't think that I will have the good friends like them. This is my chance to have them as my friends.

APPENDIX N

Students' Essays: Narrative Phase 1

First Draft (Stage 1)

Written by Less-successful Student 1

When I First Came to Kampaeng Saen

The first thing that make we live in the unknown other place, that is impresstion. It have many imprestion, example place friends and food. The third impresstion that I said, it is my impresstion, when I first came to Kasetsart Kampaengsaen campus University till now. Firstly, I love this place because it's perfect nature and fresh. It has many tress. When I see Kasetsart Kampaengsaen, the first thing that I see, it is tree. I can see trees behind the road all the way. Moreover It has pure natural in here, It has low pollution and it is not dangerous for my health. And one more the perfect place is a poun, Kasetsart has many poun but I thing the perfect poun is poun one because I can see the beautiful sun set and it is clam. I and my friend, like to go there when we have a free time. Secondly, Friends is important for me when I live in Kampaengsaen. We use more time to live together so I have many impression with my friend. The first preson who I love is Chanisa Punapobtavon, She is only old friend that I came Kampaengsaen. When I fell home sick, She would live with me all time. She was my teacher because she teached me to ride the bicycle and She helped me many thing when I had a problem. But now, I feel sad because she dosen't study at Kampaengsaen but She study in Bangken. Furthermore, my group is my impression. There are 5 people in group. their's names are Duang, Amm, Nam, Nat and me. We make more activity together and we never forget together too. Thirdly, foods at Kampangsaen are my impresstion. Example At MoMo

house, I like to eat Ice-cream and wavfle very much. Pasamran have many delicious foods such as Somtom Tomseab, Lab etc. And delicious steak, I must to eat at Cowboy Land. It has more many places that have delicious food but I can't tell your every place. But surely, I love foods at Kampaeng Sean very much Finally, I can live at Kampeang Sean because impresstion from many thing, and the third thing that is my example to tell you. I wish you come to Kampeang Sean and know by yourself.

Reformulation (Stage 2)

Upon arriving at the university, I soon became impressed with it and all it had to offer. Firstly, I love this place very much because of its perfect nature and freshness with many trees. When I first saw Kasetsart, Kampaeng Saen, I noticed all the trees along the road. Moreover, it was pure and natural with low pollution which was great for my health. Around the grounds, there are also many ponds which my friends and I now enjoy spending the evenings watching the sunsets when we have free time. Secondly, my friends are important for me. We spend a lot of time living together, so I have many impressions from this experience. The first person who I love is Chanisa Punapobtavon. She is the only old friend whom I came to Kampaeng Saen with. When I felt home sick, she would stay with me and comfort me. She was my teacher because she taught me how to ride a bicycle, and she helped me with many things when I had problems. But now, I feel sad because she doesn't study at Kampaeng Saen anymore. In fact, she moved to the Bang Kaen Campus. I do now have four good friends and their names are Duang, Amm, Nam, Nat, and we enjoy doing a lot of activities together. Thirdly, the food at Kampaeng Saen is of a great impression. For example, at MoMo House, I like to eat ice-cream and waffles very much. Pa Samran, Auntie Samran has much delicious food too, such as Somtom, Tomseab and Lab. There are also delicious steaks which I like to eat at Cowboy Land. There are many

places all with delicious food but I can't mention every place here today. But surely, I love the food at Kampaeng Sean very much.

In conclusion, due to the environment, my close friends and all the food I can eat, I really enjoy staying at Kampaeng Saen Campus.

Revision (Stage 3)

The many things that was my impresstion when I first came to Kasetsart Kampaeng Saen campus University till now. But it has three big reason the I love Kampaengsaen.

Firstly, I love this place because it's perfect nature and fresh air. The first thing when I came to Kasetsart, I saw many trees along the road. Moreover It is natural and has pure air, It has low pollution and help me has strong health. Furthermore, it has clam and beautiful place that I and my friend like to go to see the sun set and use this place for relax. Secondly, Friends is my important when I live in Kampaengsaen, so I have many impression with them. The first person who I love is Chanisa Punapobtavon, she is only old friend when I came Kampaeng Saen. She stayed with me all time when I felt alone or home sick. She was my teacher because she taught me to ride the bicycle, and she helped me many thing when I had a problem. But now, I felt sad because she study in Bangken. Furthemore, my group is my impression. There are Amm, Duang, Nam, Nat and me in my group. We use more time to live and do activity together and helped me many thing when I had a promblem. We never forget together too. Thirdly, foods is a one thing that is my impression. For example, foods in MoMo house, my favourit food is Ice-cream and wavfle. Pasamran have many delicious foods such as Somtom Tomseab, Lab etc. This is my place that I and my friends like to eat. And delicious steak, I must to eat at

Cowboy Land. In Kampaeng Saen still has more delicious but I can’t tell you anymore.

Finally, beautiful natural place, delicious food and my friend are my impression when I came to Kasetsart Kampaeng Saen.

APPENDIX O

Students' Essays: Narrative Phase 1

First Draft (Stage 1)

Written by Less-successful Student 2

When I First Came to Kampaeng Saen

Kampaengsaen is the district of Nakorn-Pathom. The most thing that I think it is very important to be Kasetsart University is located in here.

The first time that I came to Kampaengsaen Campus, I came to test the interview. The first thing which I like to be the places, I impress immediately to see it because it is a nature and have a good weather I think it rare now.

In front of the campus, there is the swamp that is so beautiful. Here has the fishes, but don't fish so all people call it "Sra-Apaiyatharn". I always come here in the evening because I like to feed the fishes; I feel happy and relax. Then there is the swamp which all calls it "Boh 7". In the evening, if you like to see sunset, you have not to miss here, I think you have to impress more. Third, every Wednesday there is "Sadao Market" for buying and everyone happy with it.

In brief, Kampaengsaen have many places where have interest and impressive. I would like you come here as me, I think you have to like it.

Reformulation (Stage 2)

Kampaeng Saen, which is located in the province of Nakhon Pathom, is very well positioned for students in education and enhances student life. The first time that I came to Kampaengsaen Campus was to test for the entrance interview. I was immediately impressed with the natural surroundings and the clean, fresh air.

In front of the campus, there is a swamp that is very beautiful with an abundance of fish. This swamp is called “Sra-Apaiyatharn” and people are not allowed to fish in it. I always come here in the evening because I like to feed the fish, which helps me to feel happy and relaxed. There is also another swamp called “Boh 7”. In the evening, if you like to see the sunset, you shouldn’t miss an evening here.

In brief, Kampaengsaen Campus has great swamps to help long distance students enjoy their stay while furthering their education

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Revision (Stage 3)

Kampaeng Saen Campus is located in Nakorn-Pathom; a province of Thailand. The first time that I came to Kampaeng Saen Campus, I came to test the entrance interview. I immediately impressed it to see because it is nature and fresh air.

In front of the campus, there is the swamp that all call “Sra-Apaiyatharn”, it is so beautiful and charm. Sra-Apaiyatharn has many fished, but you can not catch them; it is the rule of here. I always come here in the evening because I like to feed the fishes; it helps me relaxed and happy. there are many people who come here for dinner because it has a good weather. In addition, the swamp which all call it “Boh 7”; it is located besides Sra-Apaiyatharn. In the evening, if you like to see the sunset, you should not miss here; it is the point of view that very beautiful, I think you have to impress. Moreover, it is the place where used to exercise such as, running and biking.

In brief, Kampaeng Saen Campus not only the university that gives the education but also it is alike the place where helps you relaxed.

APPENDIX P

Students' Essays: Narrative Phase 1

First Draft (Stage 1)

Written by Less-successful Student 3

When I First Came to Kampaeng Saen

When I first came to Kampaeng Saen. Kampaeng Saen is Aumpor of Nakhonpathom province. and it has Kasetsart university Kamphaeng Saen campus. I will get to study at Kasetsart University Kamphaeng Saen campus. Within Kamphaeng Saen campus, it has many areas of Thailand and a lot of trees. The air around campus is good and there are a place of visit. Therefore, there are many faculty such as Vetenary, Agriculture, Engineering, Arts and Science, and Education. Escpeicially, there is the biggest of animals hospital. This campus has Kasetsart University Laboratory school Kamphaeng Saen campus. Sarn Phorpoo is an important place because people of Kasetsart University Kamphaeng Saen campus worship Sarn phorpoo. Front of campus, There is Bhorapaiyatarn that is the relax place. Within campus, there are many people play sports because it has the gymnasium for sport. Every evening I see many people play sports such as Basketball, Volleyball Aerobic, Football, swimming, Tennis, Table tennis, Badminton and running. In brief Kamphaen Saen is a good place because it has a good air, alot of trees, large area and at here will study of Master degree. The students should to search knowledge from the Librely central of Kasetsart University kamphaeng saen campus.

Reformulation (Stage 2)

When I first came to Kampaeng Saen, a district of Nakhon Pathom province, which is the home of Kasetsart University, I realized that this would be the place for me to study. I came as a student and was soon overwhelmed by the vast area and the number of trees. The air around campus was good with many places to visit. In addition to the many places, I saw that there were also many faculties of varying subjects all around the campus, especially the large animal hospital and the campus's own Laboratory School. As a long term student now, I have also learnt of the places of interest around the grounds. The shrine, Sarn Phorpoo, is an important place because people of Kasetsart University worship Sarn Phorpoo. In front of the campus, there is the Bhorapaiyatarn that is a nice place to relax. Within the campus, there are many people who do many kinds of sports, as there are facilities for everyone. In brief, Kampaeng Saen is a good place because it has good air, lots of trees, and a large area.

Revision (Stage 3)

When I first came to Kampaeng Saen, it is เขต of Nakhonpathom province and it is a home of Kasetsart University. Within Kampaeng Saen campus, there are a lot of trees and the good air. This place should to visit around the campus and there are many faculties. Escpeicially, it has the largest of animal hospital and Kasetsart University Laboratory school Kampaeng Saen campus. At place, it has Sarn Phorpoo that people of Kasetsart University Kampaeng Saen campus worship. Front of campus, there is Bhorapaiyatarn that it is a place of people is relax. Every evening, many people play sports because it has a place of exercises. In brief Kampaeng Saen is a good place because it has a good air, a lot of trees.

APPENDIX Q

Students' Essays: Argumentative Phase 2

First Draft (Stage 1)

Written by More-successful Student 1

Should Abortion Be Permitted?

Abortion is one the the aspect which causes the discusstion that it should be permitted or not. In my opinion, I think abortion should be permitted because of three reasons.

Firstly, I think women should have right to determine about the birth of her child. Having child effects on women's life, so she should have right to keep her child or not. I think women who doesn't want to have a child, always have suitable reasons. For example, she is not ready to have a child who is ภาระ and wants caring all the time. If the women were not ready, she will not be able to take care her child well. Therefore, it's correct that women should decide her life by herself. The socond reason is the problem of raped women. I think women who have child by this incident, must suffer both of body and mind; therefore, she is not proud to have a child really. If a child were born, but the mother doen't want them or doesn't love them as much as it should be, the child will not be happy certainly. From this reason, I think it is unfair both the child and mother. The last reason is disabled child causes suffering both their parents and the child. The disabled child wants the รับผิดชอบ special caring that the parents must be responsible. Besides, the child must grow up with the incomplete body which may make them not happy with life.

From this case, it is the problem both the child and the parents. To avoid this problem, the abortion is necessary. All in all, abortion is still necessary for women; therefore, it should be permitted.

Reformulation (Stage 2)

The banning of abortion is one aspect in life which has been an ongoing discussion over the last few decades. Some people agree that it's right while others disagree with the concept of killing an unborn child. In my opinion, abortion should be permitted for three reasons.

I think a woman should have the right to determine about the birth of her child. Having a child can cause many different effects to a woman, so she should have the right to decide whether she wants to keep her unborn child or not. There are many reasons why a woman should choose to abort or not. One of my main reasons is that a woman should understand herself, in the term of whether she is ready to take on the responsibility of bringing up a child. If a woman is not ready to take on this great responsibility, the child could possibly suffer throughout its life. Therefore, only the real natural mother can determine this point. My second reason is one of great sadness and falls under the umbrella of the law; that is rape or physical abuse. This causes great suffering to the woman and has numerous effects on the child with regard to whether the natural mother will love the child. Another aspect of such a case as this is how she will face society and how society will perceive her. My last reason is if the child is born deformed. That is, a disabled child which can be a great burden on the parents. As we know, disabled children require a lot of love and attention. Most people do not have the time or the patience for such a child; hence the child will grow up in an undesired situation.

As stated out here, it is a problem both for the child and the parents. To avoid this problem, abortion is an option that ought to be carefully considered. All in all, abortion is still a necessary option which we should not totally ban.

Revision (Stage 3)

Abortion is one aspect which is ongoing discusstion. The discusstion is that it should be permitted or it should be banned. In my opinion, I think abortion should be permitted for three reasons.

I think a woman should have right to determine about her born child because a woman knows about herself. Moreover, it has effects on a woman's life. Therefore she shoud determine to keep her born child by herself. First of all, a woman has to take the responsibility to her born child. If a woman cannot takecare her born child enough, it will cause suffering for a child. The second reason is about physical painness and mind of a woman such as a rape. This problem causes the suffering both mother and child. Namely, a child, who grows up without love and caring of his/her mother, will be unhappy absolutely. The last reason is about a disabled child which causes suffering both a child and his/her parents. For example, the problem about physical makes a child painful, while the problem about caring a child make the parents suffering.

All in all, abortion is a problem both a child and a woman. To avoid this problem, it is necessary to consider about abortion deeply. Therefore, abortion is still necessary and it should be permitted.

APPENDIX R

Students' Essays: Argumentative Phase 2

First Draft (Stage 1)

Written by More-successful Student 2

Should Abortion Be Permitted?

Nowadays an abortion is a serious problem that leads to many big problems in societies and I strongly believe that an abortion shouldn't be permitted for 3 reasons. First of all, the foetus has human-right to be respected. There is no one can decide their life even though their mother because she has right in her life but not in a separated-life like unborn children. Secondly, and abortion break the religion taboo. All of the religion in the world have the teaching about killing human and unborn children is human too, although they are in the mother's bodies. Consequently, religion strongly deny an abortion. Finally, no one have right to deny another life. Many people may think that abortion is the best way for unborn children who disabled because they shouldn't live in suffered life. But in reality they may want to live. There are many examples about disabled people who earn money for their parents or succeed in disabled life so we shouldn't decide them before giving them the chance to try. In brief, an abortion shouldn't be permitted because it is unrespected human life, break the religion taboo and destroy the right to living.

Reformulation (Stage 2)

Nowadays abortion is a serious matter that can lead to many other problems in society, so I strongly believe that abortion shouldn't be permitted for 3 reasons. First of

all, the fetus has a human right, one of which should be respected. An unborn child can not make this decision, only the mother can. Therefore, the mother should prepare the child for the best advantages in life. Secondly, abortion is a religious taboo. All religions around the world prohibit about killing humans and unborn children, even if they are unborn. Consequently, religion strongly denies abortion. Finally, no one has the right to deny a life. Some unfortunate people might be born disabled but they should still have the right for themselves whether they want to live or not. One of the sad points here is that by the time the disabled person can make that choice, it would be too late. In brief, abortion shouldn't be permitted because it disrespects human life, breaks religious taboos, and destroys the right to live.

Revision (Stage 3)

Nowadays abortion is a serious matter that can lead to many other problems in society and I strongly believe that abortion shouldn't be permitted for three reasons. First of all, the fetus has a human-right and all of them should be respected. An unborn child can not make the decision, only the mother can. Therefore, the mother should prepare the child for the best advantage in life. Secondly, abortion is a religious taboo. All religions around the world teach about killing humans and unborn children, even if they are unborn. Consequently, religion strongly denies abortion. Finally, no one has the right to deny other person life. Some unfortunate people may be born disabled but they should still have the right to live weather they want to live or not. Consequently, we shouldn't destroy his life before giving them the chance to try. In brief, abortion shouldn't be permitted because it disrespects human right, breaks religious taboo and destroys the right to live.

APPENDIX S

Students' Essays: Argumentative Phase 2

First Draft (Stage 1)

Written by More-successful Student 3

Should Abortion Be Permitted?

Abortion should be permitted for three reason. First of all, the woman who have been raped is pregnant that it is not her guilty; moreover, she feels upset about this bad event and does not want to recollect anymore. To get rid of her child is true because both the mother and the baby do not suffering. If she is not allowed to abort, she may recall the bad experience when she sees the child. And then it may cause of the serious problem such as suicide, cruleness and crime. Second, there are many modern medical equipment; for example, ultra sound can check the baby's organs. If the baby organs are not complete that shows the baby may be disable, he will be in trouble when he is alive. By the way, the parent can abandon their unborn baby in order to avoid the sorrow in the future that it is more terrible than now. Finally, besides the medicine is more useful, but it may cause of death. To use the medicine of the pregnant woman effects to the infant. The quality of medicine may kill one of them. Furthermore, the best way is keeping the mother because the medicine may have damaged some organ of child and if the mother is alive, she will have a chance to get a newborn later. In conclusion, abortion should be allowed in order to avoid the other serious problems and suffering. On the other hand, it is beginning of new life again.

Reformulation (Stage 2)

Abortion should be permitted for three reasons. First of all, a woman who has been raped could become pregnant which would cause her to be extremely guilty; moreover, she would probably feel quite upset about the whole event and would not want to recollect the suffering. So to get rid of the child would be best for the both of them to prevent any future suffering. If she is not allowed to abort, every time she looks at the child, the bad memories could come back. This could cause serious problems such as suicide or cruelness. Secondly at present, there is a lot of modern medical equipment; for example, an ultra sound can check the baby's organs. If the baby's organs are not complete the doctor would be able to see if the baby is going to be disabled or not. If so, she should be allowed to terminate the unborn child. Finally, like modern equipment, medicine has also been developed, but the use of medicine on a pregnant woman can bring effects to the infant. In addition to this, the quantity and quality of the medicine may kill one of them. In conclusion, abortion should be allowed in order to avoid serious problems and suffering through side effects.

Revision (Stage 3)

Abortion should be permitted for three reasons. First of all, a woman who has been raped become pregnant that it is not her guilty; moreover, she would feel upset about that event and would not want to recollect a suffering. To get rid of a child is the best way both mother and baby because they haven't to a suffering. If she is not allowed to abort, when she look at her child, she would recall the bad experience. This would cause serious problems such as suicide and curelness. Secondly, there is a lot of modern medical equipment; for example, and untra sound can check the baby's organs that the

doctor can see unusual organ or not. If so, the mother can detemine the unborn in order to avoid the sorrow in the future. Finally, to use medicine of the pregnant woman effects to the infant. The quantity and quality of medicine may kill one of them. In conclusion, abortion should be allowed in order to avoid serious problems and suffering.

APPENDIX T

Students' Essays: Argumentative Phase 2

First Draft (Stage 1)

Written by More-successful Student 4

Should Abortion Be Permitted?

I strongly believe that abortion should not be permitted for three reasons. Firstly, abortion is about the rights and wishes of unborn children. They should be given a chance to be born. They are nealy men and women who were already born, so every lives should be equal in the rights. Secondly, abortion is about religeous belief. Abortion is to kill the children, who cannot beg, ask and fight for their births. To kill anyone extremely contrasts to religeous rule, especially, killing children. Finally, their vulnerable lives must be protected. To kill someone contrasts not only to the moral but also to the law. Acctually, the unborn children can articulate their rights to life. In deed, abortion should not be permitted because it is to limit their rights, to contrast to the religeous belief and to be opposite of the law.

Reformulation (Stage 2)

I strongly believe that abortion should not be permitted for three reasons. Firstly, abortion is about the rights and wishes of an unborn child. Any child should be given a chance to be born. As the pregnancy progresses, the baby takes on the shape of a human forming legs and arms. So even though the baby is unborn, it does have the same rights as adults. Secondly, abortion is about religious belief. To kill a person is in contrasts to religious rules, especially killing children. Finally, their vulnerable lives must be

protected. To kill someone contrasts not only moral issues but also the law. Indeed, abortion should not be permitted because it denies a child's right, contrasts religious belief, and breaks the law.

Revision (Stage 3)

I strongly believe that abortion should not be permitted for three reasons. Firstly, abortion is about the rights and wishes of unborn child. They should be given a chance to be born. In the pregnancy progresses, babies already form into two legs and two arms, so every lives should be equal in the rights. Secondly, abortion is about religeous beliefs. Abortion is to kill children that extremely contrasts to religeous rules. Finally, their vulnerable live must protected. To kill anyone contrasts not only moral issue but also law. Actually, the unborn child can articulate themselves to lives. Indeed, abortion should not be permitted because it is to limit their rights, contrast to the religeous belief and breaks the law.

APPENDIX U

Students' Essays: Argumentative Phase 2

First Draft (Stage 1)

Written by Less-successful Student 1

Should Abortion Be Permitted?

Abortion should be permitted in society nowadays with three reasons. The issue of abortion is one issue that talk of the town. The good ways of the abortion , to begin with it help to reduce women in the suffering of mental because sometime, some women do not a children to brith. For example , the woman has pregnant that from she has been raped. it makes woman has suffering in her mind because the pregnant happen from crime, it is not from her want. it is unfair for the woman, so the woman should be permitted to make the abortion for her happy mind. Futhermore , the abortion is to help the life of mother because some accident, we should decide to choose between monther or her children in her womb. It is justice to choose the mother that has alive. For example if we choose the children , it will have problem follow it. Because the children has not his mother to look after him. it bring the social broblem. But if we choose mother has alive, she can have new children and her alive that bring happy to many people who love she. So, it is justice to chose the mother life and make the abortion with her children. Moreover is reduce the problem of the arrogant's birth. Because the arrogant childs will get the suffering of their physical and mental in living in the society and when thire parent died, Nobody look after them continue. They can not live in the society alone , it bring the promblem follow it too. so, it is surely that should to premitted to make the abortion of arrogant child. In brife, abortion should be premitted because it reduce the problem about the arrogant

child in the society, it help mother's life and it reduce the suffring in mind of the women who have been raped.

Reformulation (Stage 2)

The issue of abortion is the talk of the town. I think abortion should be permitted in society due to three reasons. Rape is one of the most serious reasons to allow abortion. The mental stress involved in having a child as a result of being raped can lead the mother to all sorts of physical and psychological problems. Another good reason to allow abortion is due to accidents. If a pregnant mother is seriously injured in a car accident, the doctor would have to decide which life to save first. Most commonly, the doctor would save the mother. My last reason is if the child is born deformed. That is, a disabled child which requires a lot of love and attention from their parents. Most people do not have the time or the patience for such a child. The consequent problem is that the child will grow up in an undesired situation. In brief, abortion should be permitted because it reduces the number of unwanted children or saves the life of a woman so that she can have more children in the future.

Revision (Stage 3)

Abortion should be permitted in society, for three reasons. To begin with, Rape cause some women to have the pregnant. It's bring the suffering of mental to their because it's happen without their wanting. So, rape is one reason that should be permitted the Abortion. Furthermore, It save mother's life because Some accident, we must to do the abortion for help the life of mother. It is justice to do this case. If we choose the children, it will have broblems follow it, such as Childrens lake of love, without looking after them. It is fair to save mother;s life Moreover, It reduce the

problem of the arogant's birth. Most arogant can not live in the society without the people who look after them, and They will get the suffering of their body and their mind too so, it is surely that we should to premitted to make the abortion. In conclusion, abortion should be permitted because It reduce promblems the abortion from rape, it help mother' life and It solve the arogant's birth.

APPENDIX V

Students' Essays: Argumentative Phase 2

First Draft (Stage 1)

Written by Less-successful Student 2

Should Abortion Be Permitted?

In the society, abortion should be permitted by three reasons are the woman should have decide about her life, a child does not still alive and the abortion is a good way more than release the child grows up in bad society. Firstly, the woman should have decide about her life. Honestly, she has to be pregnant for nine monthes, if she want not keep the child, she ought to have a complishment to be determined abortion, it is good better will set free the child to be born by the mother unwanted. In addition, the child does not still alive. The first distance, of pregnant, the child is a caterpillar whom is lifeless, therefore it does not wrong that makes abortion because of the child without feeling. Finally, the abortion is a good way more than release the child grows up in bad society. If the child is born by the mother's does not be willing, a consequence is the child is abandoned in the bad surroundings. When he grows up he will become the problem of society; he has bad behavior that has many effect in his future. In brief, the abortion is treatment the problem of society in the long distance, it is better than release the problem occurs, it is difficult which relizes.

Reformulation (Stage 2)

In society, abortion should be permitted because of three main reasons. Firstly, the woman should have the right to decide about her life. If a woman doesn't want to go

through the full nine months, she should have the right to make the decision rather than remaining pregnant without a partner to help share the expense and responsibility. Even though the woman is pregnant through her own foolish actions, she should have the right to decide what is best for her. If she is denied, the unwanted child would be born into the world and be a burden forever. Secondly, during the early stages, the baby is not formed as a human, so it has no life. Within the first three months, the baby is yet to be formed, so it is not a person and does not have any feelings. In the later stages, it has formed into a person but still does not have any feelings. Morally, it would be best to allow an abortion in the early stages of pregnancy. Thirdly, unwanted children can be a burden to society. In such cases, the child might be placed in a shelter or as an early teenager run away from home. In either case, the child is a burden to society, in a shelter; it is the tax payer's money which is used to provide for the children, whereas on the streets, the child would probably turn to crime as a means of support. As a means to avoiding these problems, we ought to consider at what stage a pregnancy can be aborted. In brief, unwanted children with single parents can be a burden to the mother and society in the long term, while killing a fetus before it takes on a human form is not killing a person.

Revision (Stage 3)

In society, abortion should be permitted because of three reasons. Firstly, the woman should have decide to choose best way to her life. It is a good reason because she has to be pregnant for nine monthes, if she unwant the child, she ought to have a complishment to be determined abortion. It is better than will release the child to be born by the mother unwanted. Secondly, the child does not still alive. The first

distance of pregnant, the child is a caterpillar whom is lifeless; in the early 4 month of pregnant, the

child is without feeling and breath, therefore it does not wrong that will make abortion. Moreover, the child cannot get the feeling, so he does not know and hurt. Finally, the abortion is a good way more than release the child grows up in the bad society. If the child was born by the mother unwanted, he was abandoned in the bad surroundings when he grew up he become the problem of society because he was not fed from his mother, so he has bad behavior that has the effect in his future. In brief, the abortion does not be wrong, if the woman decides to make it in the first distance of pregnant because it is the good way in the long distance. Both the mother and the child have not to get a result which they do not like to occur.

APPENDIX W

Students' Essays: Argumentative Phase 2

First Draft (Stage 1)

Written by Less-successful Student 3

Should Abortion Be Permitted?

My opinion , I disagree with "should abortion be permitted?" for three reasons. First, the abortion is moral because it can kill mother's womb and it is dangerous with mother. So, there is prevent of abortion. Second, the abortion is illegal because nobody don't allow the abortion, it is the reason that every hospital don't the abortion but it has clinic that it does the abortion. Third, it is human-rights because the doctor don't the abortion that the doctor isn't human-rights. The fact that shouldn't abortion be permitted? The teaching of Buddism which doesn't kill animal or human. It is very important. The teaching of Christian which love neighbour like us. In brief, many people don't get the abortion because it is moral. It is like to kill a child that a child is innosent. Is it right that should have abortion?

Reformulation (Stage 2)

In my opinion, I disagree with abortion for three reasons. Firstly, abortion is morally wrong because it is like killing a child and it can also be dangerous to the mother's womb. Secondly, abortion is illegal because nobody allows it. This is the reason that every hospital refuses to do an abortion. But there are some private clinics which will perform an abortion even though it is against the law. Thirdly, it is not only legally wrong, it is also morally wrong. Every religion in the world teaches people to love

neighbors and protect all species of life including animals. In brief, most people don't accept the abortion because it is immoral and it is the killing of an innocent human life. Is it right if we all accept the abortion?

Revision (Stage 3)

In my opinion, I disagree with the abortion should be permitted for three reasons. Firstly, the abortion is moral because it is kill and dangerous of mother. So, there are prevents of abortion. Secondly, the abortion is illegal because nobody don't allow the abortion. The reason that every hospital don't the abortion but the clinic where does the abortion. Thirdly, it is human-rights because the doctor doesn't the abortion. Therefore the doctor isn't human-rights. The fact that the abortion shouldn't be permitted. The teaching of religion that love neighbor like us and doesn't kill animal or human. It is very important. In brief, many people don't get the abortion because it is moral, illegal and human-rights. It is like to kill a child because a child is innocent. Is it the right that should be have abortion?

APPENDIX X

Frequency of Writing Aspects Noticed by the subjects (Narration)

	Levels of Noticing in Stage 2		Freq. of Problems Connected to Linguistic Features and Discourse		Relationship to Changes in Stage 3							
					Improved Changes			Unimproved Changes				
								Remain			Changes with No Improvement or Loss	
			Freq. *(%)*	Total Freq. *(%)*		Freq. *(%)*	Total Freq. *(%)*		Freq. *(%)*	Total Freq. *(%)*	Freq. *(%)*	Total Freq. *(%)*
MS 1	Notice (+)	LA	1 *(3.45)*	29 *(78.38)*	LAI	1*(100.00)*	17 *(58.62)*	LAU	0 *(0)*	7 *(24.14)*	0*(0.00)*	5 *(17.24)*
		GA	23 *(79.31)*		GAI	12 *(52.17)*		GAU	7 *(30.43)*		4*(17.39)*	
		DA	5 *(17.24)*		DAI	4 *(80.00)*		DAU	0 *(0.00)*		1*(20.00)*	
	Notice (-)	LN	1 (12.50)	8 *(21.62)*	LNI	0 *(0.00)*	3 *(37.50)*	LNU	1 *(100)*	5 *(62.50)*	0*(0.00)*	0 *(0)*
		GN	5 (62.50)		GNI	2 *(40.00)*		GNU	3 *(60.00)*		0*(0.00)*	
		DN	2 (25.00)		DNI	1 *(50.00)*		DNU	1 *(50.00)*		0*(0.00)*	
MS 2	Notice (+)	LA	6 *(23.08)*	26 *(72.22)*	LAI	5 *(83.33)*	18 *(69.23)*	LAU	0 *(0.00)*	3 *(11.54)*	1*(16.67)*	5 *(19.23)*
		GA	16 *(61.54)*		GAI	11 *(68.75)*		GAU	3 *(18.75)*		2*(12.50)*	
		DA	4 *(15.38)*		DAI	2 *(50.00)*		DAU	0 *(0.00)*		2*(50.00)*	
	Notice (-)	LN	2 (20.00)	10 *(27.78)*	LNI	0 *(0.00)*	3 *(30)*	LNU	1 *(50.00)*	4 *(40)*	1*(50.00)*	3 *(30)*
		GN	7 (70.00)		GNI	3 *(42.86)*		GNU	2 *(28.57)*		2*(28.57)*	
		DN	1 (10.00)		DNI	0 *(0.00)*		DNU	1 *(100.0)*		0*(0.00)*	
MS 3	Notice (+)	LA	3 *(12.00)*	25 *(78.12)*	LAI	2 *(66.67)*	17 *(68)*	LAU	1 *(33.33)*	2 *(8)*	0*(0.00)*	6 *(24)*
		GA	18 *(72.00)*		GAI	13*(72.22)*		GAU	1 *(5.56)*		4*(22.22)*	
		DA	4 *(16.00)*		DAI	2 *(50.00)*		DAU	0 *(0.00)*		2*(50.00)*	
	Notice (-)	LN	2 (28.57)	7 *(21.88)*	LNI	1 *(50.00)*	3 *(42.86)*	LNU	1 *(50.00)*	2 *(28.57)*	0*(0.00)*	2 *(28.57)*
		GN	4 (57.14)		GNI	2 *(50.00)*		GNU	0 *(0.00)*		2*(50.00)*	
		DN	1 (14.29)		DNI	0 *(0.00)*		DNU	1 *(100.0)*		0*(0.00)*	
MS 4	Notice (+)	LA	4 *(16.67)*	24 *(64.86)*	LAI	4 *(100.0)*	16 *(66.67)*	LAU	0 *(0.00)*	6 *(25)*	0*(0.00)*	2 *(8.33)*
		GA	16 *(66.67)*		GAI	10 *(62.50)*		GAU	6 *(37.50)*		0*(0.00)*	
		DA	4 *(16.67)*		DAI	2 *(50.00)*		DAU	0 *(0.00)*		2*(50.00)*	
	Notice (-)	LN	3 (23.08)	13 *(35.14)*	LNI	1 *(33.33)*	4 *(30.77)*	LNU	1 *(33.33)*	7 *(53.85)*	1*(33.33)*	2 *(15.38)*
		GN	8 (61.54)		GNI	3 *(37.50)*		GNU	4 *(50.00)*		1*(12.50)*	
		DN	2 (15.38)		DNI	0 *(0.00)*		DNU	2 *(100)*		0*(0.00)*	

Narration (Continued)

	Levels of Noticing in Stage 2		Freq. of Problems Connected to Linguistic Features and Discourse		Relationship to Changes in Stage 3							
					Improved Changes			Unimproved Changes				
								Remain			Changes with No Improvement or Loss	
			Freq. *(%)*	Total Freq. *(%)*		Freq. *(%)*	Total Freq. *(%)*	Freq.	*(%)*	Total Freq. *(%)*	Freq. *(%)*	Total Freq. *(%)*
LS 1	Notice (+)	LA	5 *(29.41)*	17 *(28.81)*	LAI	1 *(20.00)*	8 *(47.06)*	LAU	4 *(80.00)*	7 *(41.18)*	0*(0.00)*	2 *(11.76)*
		GA	9 *(52.94)*		GAI	6 *(66.67)*		GAU	2 *(22.22)*		1*(11.11)*	
		DA	3 *(17.65)*		DAI	1 *(33.33)*		DAU	1 *(33.33)*		1*(33.33)*	
	Notice (-)	LN	7 (16.67)	42 *(71.19)*	LNI	0 *(0.00)*	5 *(11.90)*	LNU	6 *(25.71)*	29 *(69.05)*	1*(14.29)*	8 *(19.05)*
		GN	31 (73.81)		GNI	5 *(16.13)*		GNU	19 *(61.29)*		7*(22.58)*	
		DN	4 (9.52)		DNI	0 *(0.00)*		DNU	4 *(100.0)*		0*(0.00)*	
LS 2	Notice (+)	LA	2 *(28.57)*	7 *(38.89)*	LAI	1 *(50.00)*	4 *(57.14)*	LAU	1 *(50.00)*	3 *(42.86)*	0*(0.00)*	0 *(0)*
		GA	3 *(42.86)*		GAI	1 *(33.33)*		GAU	2 *(66.67)*		0*(0.00)*	
		DA	2 *(28.57)*		DAI	2 *(100.0)*		DAU	*0(0.00)*		0*(0.00)*	
	Notice (-)	LN	2 (18.18)	11 *(61.11)*	LNI	1 *(50.00)*	1 *(9.09)*	LNU	1 *(50.00)*	8 *(72.73)*	0*(0.00)*	2 *(18.180*
		GN	6 (54.55)		GNI	0 *(0.00)*		GNU	4 *(66.67)*		2*(33.33)*	
		DN	3 (27.27)		DNI	0 *(0.00)*		DNU	3 *(100.0)*		0*(0.00)*	
LS 3	Notice (+)	LA	1 *(11.11)*	9 *(29.03)*	LAI	1 *(100.0)*	5 *(55.56)*	LAU	*0(0.00)*	3 *(33.33)*	0*(0.00)*	1 *(11.11)*
		GA	6 *(66.67)*		GAI	2 *(33.33)*		GAU	3 *(50.00)*		1*(16.67)*	
		DA	2 *(22.22)*		DAI	2 *(100.0)*		DAU	*0(0.00)*		0*(0.00)*	
	Notice (-)	LN	8 (36.36)	22 *(70.97)*	LNI	0 *(0.00)*	2 *(9.09)*	LNU	2 *(25.00)*	7 *(31.82)*	6*(75.00)*	13 *(59.09)*
		GN	10 (45.45)		GNI	2 *(20.00)*		GNU	3 *(30.00)*		5*(50.00)*	
		DN	4 (18.18)		DNI	0 *(0 .00)*		DNU	2 *(50.00)*		2*(50.00)*	

Argument

	Levels of Noticing in Stage 2		Freq. of Problems Connected to Linguistic Features and Discourse		Relationship to Changes in Stage 3							
					Improved Changes			Unimproved Changes				
								Remain			Changes with No Improvement or Loss	
			Freq. *(%)*	Total Freq. *(%)*		Freq. *(%)*	Total Freq. *(%)*		Freq. *(%)*	Total Freq. *(%)*	Freq. *(%)*	Total Freq. *(%)*
MS 1	Notice (+)	LA	6 *(28.57)*	21 *(72.41)*	LAI	4*(66.67)*	16 *(76.19)*	LAU	0 *(0.00)*	1 *4.76*	2*(33.33)*	4 *(19.05)*
		GA	5 *(23.81)*		GAI	3 *(60.00)*		GAU	1 *(20.00)*		1*(20.00)*	
		DA	10 *(47.62)*		DAI	9 *(90.00)*		DAU	0 *(0.00)*		1*(10.00)*	
	Notice (-)	LN	4 (50.00)	8 *(27.59)*	LNI	2 *(50.00)*	3 *(37.50)*	LNU	0 *(0.00)*	2 *25*	2*(50.00)*	3 *(37.50)*
		GN	1 (12.50)		GNI	0 *(0.00)*		GNU	1 *(100.0)*		0*(0.00)*	
		DN	3 (37.50)		DNI	1*(33.33)*		DNU	1*(33.33)*		1*(33.33)*	
MS 2	Notice (+)	LA	6 *(30.00)*	20 *(68.97)*	LAI	6 *(100.0)*	20 *(100)*	LAU	0 *(0.00)*	0 *(0)*	0*(0.00)*	0 *(0)*
		GA	12 *(60.00)*		GAI	12 *(100.0)*		GAU	0 *(0.00)*		0*(0.00)*	
		DA	2 *(10.00)*		DAI	2 *(100.0)*		DAU	0 *(0.00)*		0*(0.00)*	
	Notice (-)	LN	2 (22.22)	9 *(31.03)*	LNI	2 *(100.0)*	7 *(77.78)*	LNU	0 *(0.00)*	1 *(11.11)*	0*(0.00)*	1 *(11.11)*
		GN	4 (44.44)		GNI	3 *(75.00)*		GNU	1 *(25.00)*		0*(0.00)*	
		DN	3 (33.33)		DNI	2*(66.67)*		DNU	0 *(0.00)*		1*(33.33)*	
MS 3	Notice (+)	LA	4 *(23.53)*	17 *(56.67)*	LAI	2 *(50.00)*	13 *(76.47)*	LAU	1 *(25.00)*	2 *(11.76)*	1*(25.00)*	2 *(11.76)*
		GA	11 *(64.71)*		GAI	10*(90.91)*		GAU	0 *(0.00)*		1*(9.09)*	
		DA	2 *(11.76)*		DAI	1 *(50.00)*		DAU	1 *(50.00)*		0*(0.00)*	
	Notice (-)	LN	2 (15.38)	13 *(43.33)*	LNI	0 *(0.00)*	3 *(27.27)*	LNU	0 *(0.00)*	7 *(53.85)*	2*(100.0)*	3 *(23.08)*
		GN	11 (84.62)		GNI	3 *(27.27)*		GNU	7 *(63.64)*		1*(9.09)*	
		DN	0 (0.00)		DNI	0 *(0.00)*		DNU	0 *(0.00)*		0*(0.00)*	
MS 4	Notice (+)	LA	1*(12..50)*	8 *(57.14)*	LAI	1*(100.0)*	5 *(62.50)*	LAU	0 *(0.00)*	0 *(0)*	0*(0.00)*	3 *(37.50)*
		GA	5 *(62.50)*		GAI	3 *(60.00)*		GAU	0 *(0.00)*		2*(40.00)*	
		DA	2 *(25.00)*		DAI	1 *(50.00)*		DAU	0 *(0.00)*		1*(50.00)*	
	Notice (-)	LN	2 (33.33)	6 *(42.86)*	LNI	0 *(0.00)*	0 *(0)*	LNU	2 *(100.0)*	4 *(66.67)*	0*(0.00)*	2 *(33.33)*
		GN	4 (66.67)		GNI	0 *(0.00)*		GNU	2 *(50.00)*		2*(50.00)*	
		DN	0 (0.00)		DNI	0 *(0.00)*		DNU	0 *(0.00)*		0*(0.00)*	

Argument (Continued)

	Levels of Noticing in Stage 2		Freq. of Problems Connected to Linguistic Features and Discourse		Relationship to Changes in Stage 3							
					Improved Changes			Unimproved Changes				
								Remain			Changes with No Improvement or Loss	
			Freq. *(%)*	Total Freq. *(%)*		Freq.	Total Freq. *(%)*		Freq. *(%)*	Total Freq. *(%)*	Freq. *(%)*	Total Freq. *(%)*
LS 1	Notice (+)	LA	0 *(0.00)*	2 *(11.11)*	LAI	0 *(0.00)*	1 *(50)*	LAU	0 *(0)*	1 *(50)*	0*(0.00)*	0 *(0)*
		GA	2 *(100.0)*		GAI	1 *(50.00)*		GAU	1 *(50)*		0*(0.00)*	
		DA	0 *(0.00)*		DAI	0 *(0.00)*		DAU	0 *(0)*		0*(0.00)*	
	Notice (-)	LN	8 (50.00)	16 *(88.89)*	LNI	0 *(0.00)*	1 *(6.25)*	LNU	4 *(50)*	5 *(31.25)*	4*(50.00)*	10 *(62.50)*
		GN	2 (12.50)		GNI	1 *(50.00)*		GNU	1 *(50)*		0*(0.00)*	
		DN	6 (37.50)		DNI	0 *(0.00)*		DNU	0 *(0)*		6*(100.0)*	
LS 2	Notice (+)	LA	2 *(28.57)*	7 *(28.00)*	LAI	1 *(50.00)*	3 *(42.86)*	LAU	1 *(50)*	2 *(28.57)*	0*(0.00)*	2 *(28.57)*
		GA	1 *(14.29)*		GAI	1 *(100.0)*		GAU	0 *(0)*		0*(0.00)*	
		DA	4 *(57.14)*		DAI	1 *(25.00)*		DAU	1 *(25)*		2*(50.00)*	
	Notice (-)	LN	5 (27.78)	18 *(72.00)*	LNI	0 *(0.00)*	0 *(0)*	LNU	4 *(80)*	8 *(44.44)*	1*(20.00)*	10 *(55.56)*
		GN	2 (11.11)		GNI	0 *(0.00)*		GNU	0 *(0)*		2*(100.0)*	
		DN	11 (61.11)		DNI	0 *(0.00)*		DNU	4 *(36.36)*		7*(63.64)*	
LS 3	Notice (+)	LA	6 *(46.15)*	13 *(44.83)*	LAI	3 *(50.00)*	5 *(38.46)*	LAU	3 *(50)*	5 *(38.46)*	0*(0.00)*	3 *(23.08)*
		GA	5 *(38.46)*		GAI	2 *(40.00)*		GAU	2 *(40)*		1*(20.00)*	
		DA	2 *(15.38)*		DAI	0 *(0.00)*		DAU	0 *(0)*		2*(0.00)*	
	Notice (-)	LN	6 (37.50)	16 *(55.17)*	LNI	0 *(0.00)*	0 *(0)*	LNU	5 *(83.33)*	9 *(56.25)*	1*(16.67)*	7 *(43.75)*
		GN	6 (37.50)		GNI	0 *(0.00)*		GNU	3 *(50)*		3*(50.00)*	
		DN	4 (25.00)		DNI	0 *(0.00)*		DNU	1 *(25)*		3*(75.00)*	

CURRICULUM VITAE

Jirayu Tuppoom was born in Nakhon Sawan, Thailand. He received a Bachelor of Education in English from Sri Nakharinwirote University in 1989 and a Master of Arts in Applied Linguistics in 1991 from King Mongkut's University of Technology, Thonburi, Thailand (formerly called King Mongkut's Institute of Technology). In 1992, he worked as an English teacher at King Mongkut's Institute of Technology, Ladkrabang, Bangkok, Thailand. He has been working for Kasetsart University, Thailand since 1993. He studied in the co-advisory program between the School of English, Institute of Social Technology, Suranaree University of Technology, Thailand and Department of Literacy Education, Northern Illinois University, USA for the Degree of Doctor of Philosophy in English Language Studies. His special interests include teaching of writing to EFL students and writing assessment.