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A COMPARATIVE STUDY OF CONTROLLED AND FREE WRITING
ENGLISH COMPOSITIONS OF M. 6 STUDENTS

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ชื่อวิทยานิพนธ์	การเปรียบเทียบความสามารถในการเขียน เรียงความภาษาอังกฤษแบบควบคุมและแบบ อิสระของนักเรียนชั้นมัธยมศึกษาปีที่ 6
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บทคัดย่อ

การวิจัยครั้งนี้มีจุดประสงค์เพื่อศึกษาเปรียบเทียบความสามารถในการเขียนเรียงความแบบควบคุมและแบบอิสระของนักเรียนระดับมัธยมศึกษาปีที่ 6 โดยศึกษาความแตกต่างขององค์ประกอบในการเขียน คือ ด้านเนื้อหา การเรียบเรียงเนื้อหา การใช้ถ้อยคำและคำศัพท์ ความถูกต้องในการใช้ไวยากรณ์ และกลไกการเขียน และได้ศึกษาความสัมพันธ์ระหว่างความสามารถในการเขียนแบบควบคุมและแบบอิสระกับความสามารถในการเขียน โดยใช้แบบทดสอบของมหาวิทยาลัยเคมบริดจ์

กลุ่มตัวอย่างประชากรที่ใช้ในครั้งนี้นำมาใช้วิธีสุ่มตัวอย่างแบบง่ายจากนักเรียนมัธยมศึกษาปีที่ 6 จำนวน 16 ห้องเรียน คือ นักเรียนมัธยมศึกษาปีที่ 6 โปรแกรมศิลป์ จำนวน 32 คน และเกณฑ์ที่ใช้ในการตรวจให้คะแนนคือ เกณฑ์การให้คะแนนเรียงความที่ประยุกต์ใช้โดย จากอปส์และคณะ (2524)

ผลการวิจัยสรุปได้ดังนี้

1. ความสามารถของนักเรียนในการเขียนเรียงความแบบควบคุมแตกต่างจากความสามารถของนักเรียนในการเขียนเรียงความแบบอิสระอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 นักเรียนมีความสามารถในการเขียนเรียงความแบบอิสระดีกว่าการเขียนเรียงความแบบควบคุม โดยเฉพาะอย่างยิ่งในองค์ประกอบด้านเนื้อหา การเรียบเรียงเนื้อหา การใช้ถ้อยคำและคำศัพท์ และความถูกต้องในการใช้ไวยากรณ์ จากการวิจัยพบว่าไม่มีความแตกต่างอย่างมีนัยสำคัญในองค์ประกอบด้านกลไกการเขียน
2. ความสามารถในการเขียนเรียงความภาษาอังกฤษแบบควบคุมของนักเรียนชั้นมัธยมศึกษาปีที่ 6 มีความสัมพันธ์กับความสามารถในการเขียนเรียงความโดยใช้แบบทดสอบของมหาวิทยาลัยเคมบริดจ์ อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 ในทุกองค์ประกอบการเขียน คือ เนื้อหา การเรียบเรียงเนื้อหา การใช้ถ้อยคำและคำศัพท์ ความถูกต้องในการใช้ไวยากรณ์และกลไกการเขียน
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ผลการวิจัยชี้ให้เห็นว่าการเขียนเรียงความแบบอิสระ อาจช่วยนักเรียนชั้นมัธยมศึกษาปีที่ 6 พัฒนาทักษะการเขียนได้ดียิ่งขึ้น ดังนั้นอาจารย์ที่สอนการเขียนควรเพิ่มกิจกรรมการสอนการเขียนเรียงความแบบอิสระ โดยเฉพาะการเขียนแบบอธิบายความในหลักสูตรการเขียนระดับมัธยมศึกษาตอนปลาย

The findings of this study can be summarized as follows :

1. There was a significant difference between the proficiency level in writing topic controlled composition and that in free writing at a confidence level of .05. The results indicated that the proficiency level in free writing was significantly higher than that in the topic controlled writing in these four aspects : content, organization, vocabulary, and language use. There was no significant difference in the aspect of mechanics.
2. There was a significant interrelationship between the controlled writing test and the Cambridge Test at the .05 level in every aspect of composition: content, organization, vocabulary, language use and mechanics.
3. The correlation coefficient between the free expository writing test and the Cambridge Test was significant at the .05 level in all aspects of composition: content, organization, vocabulary, language use and mechanics.

This study suggests that the M.6 students' writing ability could be developed through the method of free writing. To teach composition effectively, teachers of English writing should provide the students opportunities to write freely as much as possible especially in expository writing. Therefore, this method should be included as an integral part of writing activities in writing courses at the upper secondary level.

TABLE OF CONTENTS

	Page
ABSTRACT.....	i
LIST OF TABLES.....	vii
LIST OF FIGURES.....	viii
CHAPTER I: INTRODUCTION.....	1
Rationale of the Study.....	1
Purpose of the Study.....	4
Hypotheses.....	5
Significance of the Study.....	5
Limitations and the Scope of the Study..	6
Basic Assumptions.....	6
Definitions of Terms.....	7
CHAPTER II: REVIEW OF RELATED RESEARCH AND LITERATURE.....	9
Writing : Its Place in the Syllabus.....	9
Writing : Text Types and Styles.....	10
Level of Writing.....	17
Approaches to Teaching Writing in ESL Classes.....	19
Evaluation of Writing.....	28
CHAPTER III: METHODOLOGY.....	33
Subjects and Sampling Procedure.....	33
The Instrument.....	33
Scoring and Rating Procedure.....	35
Collection of Data.....	43
Analysis of Data.....	44
CHAPTER IV: FINDINGS.....	46
Findings of the First Pilot Study.....	46
Findings of the Second Pilot Study.....	48
Main Study.....	50
Finding One.....	50
Finding Two.....	54
Finding Three.....	56

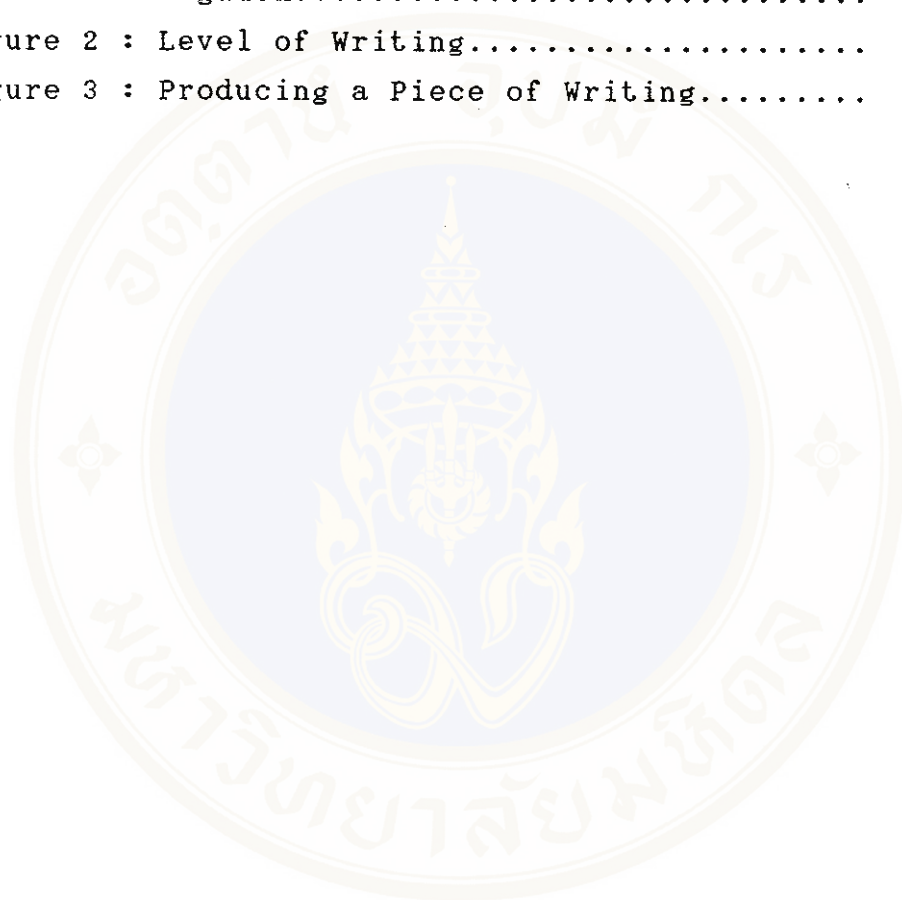
	Page
CHAPTER V: CONCLUSIONS AND SUGGESTIONS FOR IMPLEMENTATION AND FURTHER STUDIES.....	58
Conclusions of the Study.....	58
Subjects.....	58
Instrument.....	59
Procedure.....	60
Discussion and Interpretation of the Findings.....	61
Finding One.....	61
Finding Two.....	64
Finding Three.....	65
Implications of the Study.....	66
Recommendations for Further Study.....	68
BIBLIOGRAPHY.....	69
APPENDICES.....	78

LIST OF TABLES

	Page
Table 1 : The Testing Administration Schedule..	42
Table 2 : The First Pilot Mean Scores of Controlled and Free Writing.....	47
Table 3 : The First Pilot Inter-rater Reliability for Controlled and Free Writing.....	47
Table 4 : The Second Pilot Inter-rater Correlation Coefficient for Controlled and Free Writing.....	48
Table 5 : Means and Standard Deviations of the Controlled and Free Writing.....	51
Table 6 : Comparison of Means of Controlled and Free Writing Tasks.....	51
Table 7 : Comparison of Means of Controlled and Free Writing Tasks in Five Aspects...	53
Table 8 : The Intercorrelations among the Components of the Controlled Writing Test and the Cambridge Test.....	55
Table 9 : The Intercorrelations among the Components of Free Writing Test and the Cambridge Test.....	57

LIST OF FIGURES

	Page
Figure 1 : The Chart of Varieties of Written English.....	12
Figure 2 : Level of Writing.....	18
Figure 3 : Producing a Piece of Writing.....	19



CHAPTER I INTRODUCTION

Rationale of the Study

Writing is a process we engage in to understand ourselves and also to make ourselves understood to others (Hunghey et al: 1983). It is often supposed to be the most difficult of all language skills in both first and second languages. Since writing is so important a process, what it is and how it is developed and evaluated has been a subject for discussion and debate for centuries.

The emergence of the communicative approach in the teaching of English as a second or foreign language has among other things led to a questioning of methods employed in English composition classes. The traditional belief that students should undertake controlled and guided exercises that are designed to lead learners gradually and systematically towards free expression (Byrne : 1979) is challenged in terms of its efficiency. Root (1980) points out that the most important justification for using controlled composition in the ESL classroom lies in the realm of motivation. Moreover, Byrne (1979) states that learners have to master written forms of the language and learn certain structures. When learners are sure they understand the model perfectly they make a copy of the model composition. This will help them learn how to write correctly in English (Baskoff 1971).

However, a proposal to replace the traditional methods is a suggestion that the teacher should provide students an early opportunity to find their own "voice"

and become independent writers (Hughey et al : 1983). An intricate topic or complex subject control, instead of being helpful, may turn out to be an inhibition (Heaton, 1988 : 148). Writing according to formula is a "hack writing", therefore, the writing class should be a happy anarchy giving students rich opportunities for any kind of composition they need, either for real uses or for self-expression (Winterowd, 1975). Consequently, it is time for writing teachers to take seriously those who create (Mandel, 1980).

Many studies have focused on framing of topics and free writing. Research has been conducted to ensure that a given topic will elicit a writer's best work and that topics used over time in testing situations will be comparable. Such research is also important to instruction, for if particular topic characteristics consistently produce better writing, then those characteristics incorporated into a treatment might help to bring about increased proficiency. Some of the research on framing topics are as follows : Greenberg (1981), Brossell (1983), Metviner (1981), Woodworth and Keech (1980), Kahn and Johannessen (1982 cited in Hillock, G. 1986). Greenberg (1981) examined the effects of topics which she differentiated as low or high cognitive demand tasks and low or high experiential demand. However, it is indicated that the actual differences among the topics are minor. On the other hand, it is indicated that several studies which use free writing as a focus of instruction in their experimental treatments achieved significant gain in contrast to their control treatments. The following are some research projects on free writing : Moffett (1968), Emig (1971), Myers (1983), Gauntlet (1978), Graves (1981

cited in Hillock, G. 1986), Staton (1982), Hilgers (1981), and Cummings (1981).

Most studies of free writing in the first language are generated in part as a reaction against presenting specific topics, a practice believed to be inhibiting. These include three writing project studies: Alloway et al (1979) with grades 7-12 in Writing Project, Olson and Distefano (1980) in the Colorado Writing Project and Wagner, Zemelman, and Malone - Trout (1981) in the Chicago Area Writing Project.

Since there has not been any research done in Thailand involving comparison of students' proficiency in composing topic controlled and free writing composition, it is interesting to investigate whether the topic controlled and free writing methods would have any difference for M.6 students in EFL composition classes or not.

As both teaching and testing are so closely interrelated, it is virtually impossible to work in either field without being constantly concerned with the other (Heaton 1988:5). Therefore, those responsible for evaluating the proficiency of students for whom English is a foreign or second language have felt a need for more efficient, valid and reliable ways of assessing communicative ability in writing. It has been demonstrated that composition raters can provide reliable and valid judgements about the quality of students' writing (Jacobs et al 1981). Thus, a standardized rating scale or ESL Composition Profile developed by Jacobs et al (1981) will be used to evaluate the students' writing proficiency.

Since there has not been any previous study done in Thailand on writing topic controlled and free composition by using ESL Composition Profile as a rating scale, the researcher would like to find out whether differences between the writing proficiency level in writing controlled and free compositions exist and if they do, to what extent and in what aspect. The researcher would also like to investigate whether the composition test scores from controlled and free writing composition separately correlate with those from the M.6 Trial English Test conducted by the Supervisory Unit, Department of General Education in cooperation with Cambridge University, since this test also purports to measure the writing proficiency of M.6 students.

Purpose of the Study

Based on the above rationale, this study attempts to investigate and compare the proficiency level of M.6 students in composing topic controlled and free writing compositions. In this present study, however, the M.6 Trial Test conducted by Cambridge University is included to examine the relationship between the two types of test and the standardized one.

Research Questions

The research questions that the present study seeks to answer are as follows :

1. To what extent does the students' writing proficiency level in topic controlled writing differ from that of the free writing and, if it does, in what aspects ?

2. To what extent does the proficiency level in controlled writing correlate with that of the Cambridge Trial Test, and if it does, in what aspects ?

3. To what extent does the proficiency level in free writing correlate with that of the Cambridge Trial Test, and if it does, in what aspects ?

Hypotheses

1. The proficiency level in writing controlled composition of M.6 students at Satriwithaya School is significantly different from that in writing free composition in the aspects of content, organization, vocabulary, language use and mechanics.

2. The proficiency level in topic controlled writing of M.6 students correlates significantly with that of the M.6 Trial English Test conducted by Cambridge University in the aspects of content, organization, vocabulary, language use and mechanics.

3. The writing proficiency level in free writing of M.6 students correlates significantly with that of the M.6 Trial English Test conducted by Cambridge University in the aspects of content, organization, vocabulary, language use and mechanics.

Significance of the Study

1. The study would demonstrate to English composition teachers of M.6 students at Satriwithaya School the direction of instructional method development in the future.

2. The findings will guide English teachers at Satriwithaya School to choose valid and reliable rating scales suitable for their students in order to increase the effectiveness of their testing.

3. The study would reveal the writing proficiency level of a group of Thai students in both topic controlled and free writing composition.

Limitations and the Scope of the Study

1. This study was conducted in a class of 32 students who had been randomly selected to participate and who had time schedules which made it feasible for them to take part in the study.

2. This study aimed at comparing composition ability which obviously involves expository writing tasks since it calls for logical analysis. Besides, the students are required to demonstrate their ability to use written discourse effectively to justify or give reasons.

3. The main study was done at the end of their second semester of the 1989-1990 academic year in order to ensure that students have adequate background knowledge or information to do the composition task.

Basic Assumptions

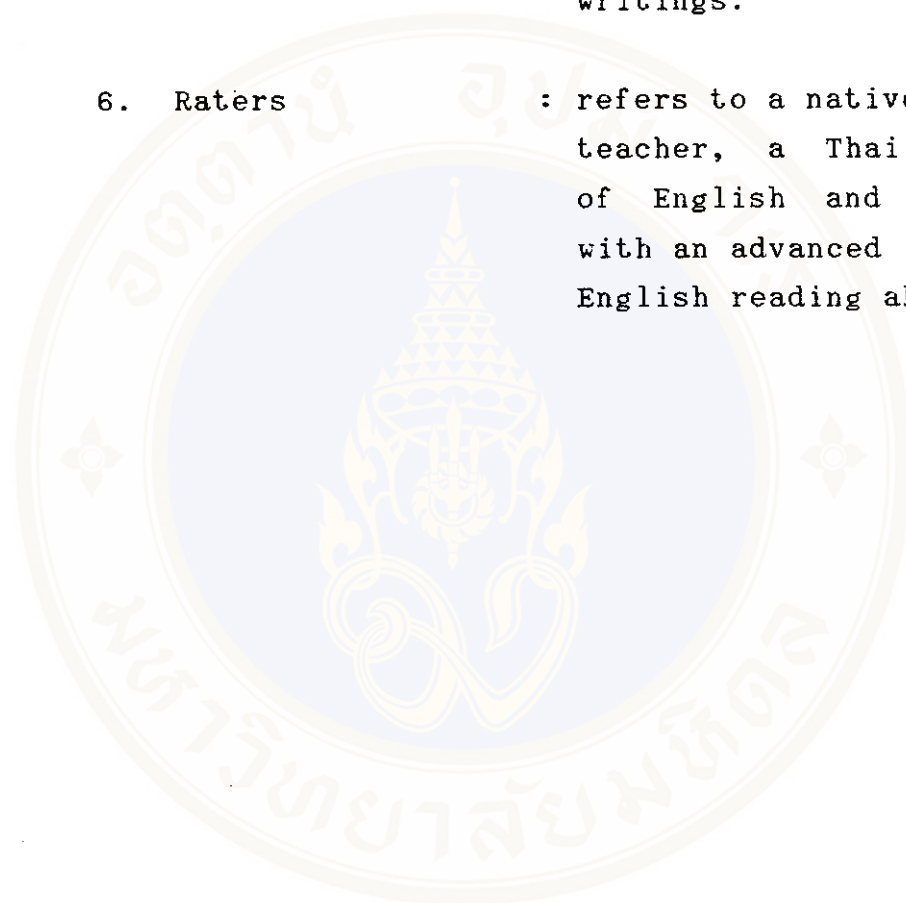
1. It was assumed that students' age, educational levels, interest and time taken in this study affect the students proficiency levels equally.

2. It was assumed that raters who were responsible for the composition evaluation did not have bias towards students.

Definitions of Terms

1. Writing Proficiency : refers to the students' total score on 100 point rating scales. Each component is weighted according to its approximate importance to written communication.
Content (30 points) :
Organization (20 points) :
Vocabulary (20 points) :
Language Use (25 points) :
Mechanics (5 points).
2. English Composition : refers to expository writing tasks produced by the subjects under the study.
3. Controlled Writing : refers to the writing task of which a particular topic was set by teachers. There is a range from providing aim (e.g expressive) and content to that providing aim only.
4. Free Writing : refers to topic that interests students and motivates them to write about or give reasons to.

5. Subjects : refers to M.6 students of Satriwithaya School who participate in the study by producing controlled and free expository writings.
6. Raters : refers to a native English teacher, a Thai teacher of English and a Thai with an advanced level of English reading ability.



CHAPTER II

REVIEW OF RELATED RESEARCH AND LITERATURE

This study was designed to investigate and compare the students' proficiency in composing English expository writing under topic control and free-writing. It was necessary to gain background information by reviewing related research. The following is a discussion on

1. Writing : Its Place in the Syllabus
2. Writing : Text Types and Styles
3. Level of Writing
4. Approaches to Teaching Writing in ESL Classes
5. Evaluation of Writing.

1. Writing : Its Place in the Syllabus.

According to Raimes (1983), writing is not a natural activity, all people have to be taught how to write. Moreover, White (1987) also pointed out why writing merits a place in the language syllabus. To begin with, it is necessary for today's world both for academic and occupational purposes. Another reason is that it reinforces what the teacher has been teaching.

"Writing lends itself to integration with other activities in the classroom; thus, a reading activity may lead to discussion from which a piece of writing evolves." (White 1987:259) White also states that writing remains the commonest way of examining student performance in English.

"Virtually all public examinations include a composition. Furthermore, in the eyes of both parents and

students, ability to write may be associated with evidence of having learned the language. Consequently, it remains a key to examination success. Since parents and students can see what has been done and what has been achieved, writing has high face validity." (White 1987)

This implies that the teacher may use writing as a testing device, not necessarily to grade the students but rather to provide feed-back on what the students have learned. In other words, students' writing can provide useful evidence of successes and failures in learning and the teacher can diagnose individual as well as general problems on the basis of the written work. White (1987 : 260) further states that writing is a record by which the writers are judged by whoever reads what they have written. Since the reader will judge the writers by their style, the content and the logic of what they have written, writing demands care and thought. Moreover, Raimes (1983) also states that as students write, they also have a chance to go beyond what they have just learned or to discover a new way of expressing their ideas. That is to say there is a close relationship between writing and thinking.

2. Writing : Text Types and Styles

Writing, according to White (1987), has a number of different forms or types of message, with associated conventions. Thus, conventions govern the form and style of virtually any text type, from the informational note to the formal report.

White classified these types into two main groups, personal and institutional.

2.1 Personal text types include notes, telegrams, postcards, personal messages, diaries and letters.

2.2 Institutional text types include advertisements, instructions, public notices, business letters, catalogues, forms, abstracts and summaries, reports and essays.

Pincas (1982:3) also offers a "Chart of Varieties of Written English" (see Figure 1) which gives some indication of the vast range of activities for which it is used : from writing for oneself (White classified as Personal text types), where there are few conventions of style, to largely impersonal written communication where there are fairly strict formalities to be observed.

Figure 1 : The Chart of Varieties of Written English

(Pincas, A. 1982 : 3)

Varieties of Written English

PERSONAL	PUBLIC	
	GENERAL	OCCUPATIONAL
Memory aids <i>a</i> Lists -shopping -packing -jobs, etc -train times -reminders <i>b</i> Personal -addresses -phone nos. -shop names -book names -birthdays, etc <i>c</i> Notes -diaries -recipes, etc Study aids Lecture notes Summaries New vocabulary Diary (journal) Letters (personal) Telegrams Interpersonal Invitations, condolences, thanks, birthday cards, Christmas & Easter cards, Valentines, etc	Public signs Notices Posters Captions Recorded information Eye-witness accounts, etc Instructions and Messages <i>a</i> Receiver not present -with products -to family, employees, others <i>b</i> Receiver present -in library -lecture -game (eg treasure hunt) Entertainment Word puzzles, skits, songs, cartoon jokes, games, etc Speeches Drama Theatre, opera, film (Auto)biography Fiction (including comics) Poetry and Songs Menus	Classification Book indexes, record-keeping, dictionaries, recipes, catalogues, etc Committee Minutes Advertisements Form-filling Passport, social security, customs, identity, cheques, insurance, bills, house sales, bank, Computer dating, etc Applications Letters, & character references Letters (non-personal): Orders, inquiries, sale, complaints, appeals, etc Debates Speeches Conventions, public meetings, interviews, etc Notice Board items (personal) Public Information <i>a</i> Tourist <i>b</i> Banking <i>c</i> Transport <i>d</i> Journalism -sport -headlines -weather -news -science, etc <i>e</i> Government -statutes -regulations, etc Specifications Engineering plans, computer programmes, patent applications, etc Educational All subjects -textbooks, essays, -reports, manuals, -handbooks, -encyclopaedias Note-taking By doctor, police, estate agent, dentist, etc Legal Contracts, law reports, commentaries, instructions, court presentations Commercial Letters, reports, records, announcements, committee minutes, surveys, stock lists, inventories, bills, receipts, etc Questionnaires Market research, medical, census, etc Advertising Newspaper, radio, TV, poster, leaflets, brochures Journalism Interviews <i>a</i> Articles -obituary -political -horoscopes, etc <i>b</i> Reviews -theatre -book -records -film -concert, etc

Pincas (1982 : 63) lists four major traditional styles of writing, namely narrative, description, exposition and argument. She explains that narrative represents a sequence of events; description gives an account of the features of things, people and concepts; exposition outlines and details factual information; and argument represents one or more approaches to issues and problems. She further states that although it is better to teach these styles separately, most writing probably consists of a mixture of two or more of them. For instance, academic writing sometimes not only requires exposition and argument but also narrative (to give the order of historical events) and description (of people in history or objects in science). Journalism accommodates all styles : narrative of events, description of people, places and things, expository articles on scientific or other topical matters, and argument in letters, editorials and special articles.

If teachers wish to give their students the opportunity to distinguish informal writing from the kind that is intended for strangers or for a wider, unknown audience, as in essays and academic writing, expository writing which introduces factual information would be of use.

2.2.1 Expository Writing

In order to organize the sentences into a coherent whole, the writer can use many patterns of development. In addition to the four traditional styles reviewed by Pincas (1982), Longacre (1976) also classified speech notions into four kinds; narrative, procedural,

expository and hortatory. The first two are organized along the time sequence while the latter two follow logical order. While hortatory is addressee-oriented, expository is subject-matter oriented.

According to Oshima and Hoque (1983 : 95), the purpose of expository writing is to present facts or ideas by using various techniques of development. Expository writing is the type most frequently used in college courses, English compositions, physics laboratory reports, history research papers, essay tests in any subject, all of which calls for logical analysis. Among the various ways to develop an analysis are examples, comparison, contrast, definition, cause and effect and logical division.

Wilkinson (1986) also classifies expository writing into four types as follows:

1. Straightforward Expository

This classification is characterised by more generalised writing than in narrative or descriptive categories. The organisation of the writing tends to require greater intellectual or mental organization. It is only chronologically or spatially organised when it is dealing with subjects that, by their nature, are generalised. Some writing is very general with no emphasis on chronological organization.

2. Speculative Expository

Speculative expository writing is characterised by very localised speculation relating to the stimulus

material. Speculation on what an object is, what a picture or portray or what a poem means, is very different from speculation on the meaning of the universe, it is characterised by subjectivites or questions and generally perseveres throughout a script.

3. Interpretative Expository

It is tied to the meaning of a picture or poem and goes beyond mere description of what is seen. It is not merely a story arising from a picture. It is a definitely stylistic difference usually referring directly to the stimulus that gives rise to the interpretation.

4. Introspective expository

This category was added to cover those responses where the general discussion of the attributes and characteristics of a topic included embedded personal comment and the examination of personal responses and reactions to the topic, introspection being defined in the same way as for earlier catagories.

Britton (1970 cited in Hudelson 1989 : 67) delineates what he calls expository or informational writing with a focus on representing something clearly to a reader. This is writing to get things done (Smith 1982). Berthoff (1981) points out that there are many varying definitions of expository writing. This suggests that one problem associated with expository writing is how to define it. While definitions vary, probably many educators, states Hudelson (1989), would agree that some of the functions that this kind of writing would serve are,

for example, to present information, to make a series of points, to summarize, to raise question, to answer questions, to present a particular point of view, to persuade the reader to adopt an idea, to give an opinion and back it up, and so on.

Flemming and Glatthorn (1968 : 125) have defined expository writing as follows :

Exposition is usually more difficult to organize and to develop than description or narration. In description you organize your writing around the person, place or object you are describing and then fill in the details. In writing a narrative you generally follow the order in which the event occurs; this order gives you your basic organization. In exposition, however, you usually have to establish your own organization. You have to organize in your own mind all the parts of the process or idea you want to explain. This means that you must rely on your own sense of logic and order.

In conclusion, expository writing means explanation and its primary function is merely to explain and provide clear understanding by giving instruction and by providing information. To make it clearer, the primary function of exposition itself is neither to tell a story or to create vivid pictures for the reader although narration and description may both at times be valuable techniques of exposition.

In other words, expository writing is a style of paragraph writing. It may explain or give information, develop an idea, or expose a fact. It can list facts, discuss abstract ideas, describe something or narrate a series of events. It can interest the readers by informing or entertaining them. The writer may develop an expository paragraph by citing one or more examples, by giving details, by giving reasons or by explaining through process analysis. Furthermore, you can use some other methods such as analogy, contrast and comparison, definition, a classification or cause and effect. Any of these may appear single or in combination, depending on the writer's particular goal in mind.

In addition, in school, this kind of writing is often associated with content areas such as social studies, science, and health, where students may be asked to summarize and/or interpret content material, collect and organize information about a topic, explain steps in an experiment or problem, delineate steps taken and results, state conclusion and speculate as to why certain results came out as they did, and take a position and defend it (Hudelson 1989). The position that content areas may be used for second language development is one that has received considerable attention recently (Chamot and O'Malley, 1987; Crandall, 1987; and Mohan 1986).

3. Level of Writing

Rivers and Temperley (1978:265) suggest that there are four stages in writing namely writing down, writing in the language, production and expressive writing. (See Figure 2 for details.)

Figure 2 : Level of Writing

(Rivers and Temperley 1978:265)

Stage	Name	Goal
I	Writing down	Learning the conventions of the code
II	Writing in the language	Learning the potential of the code
III	Production	Practising the construction of fluent expressive sentences & paragraphs
IV	Expressive writing	Using the code for purposeful communication

Traditionally, Stages I and II and especially Stage II have formed an important part of teaching, since reinforcement in written form of language presented and practised orally has been a much used type of writing activity. Up to date textbooks make use of Stage II writing practice, and typically, the workbooks which have become a fashionable adjunct to main courses incorporate many such exercises. Stage III writing corresponds to composition in which the learner produces short pieces of writing consisting of one or more paragraphs. Such writing tends to be controlled for content or language, and the student is writing for the teacher as part of learning the language. At its most advance level, Stage III writing shades into Stage IV.

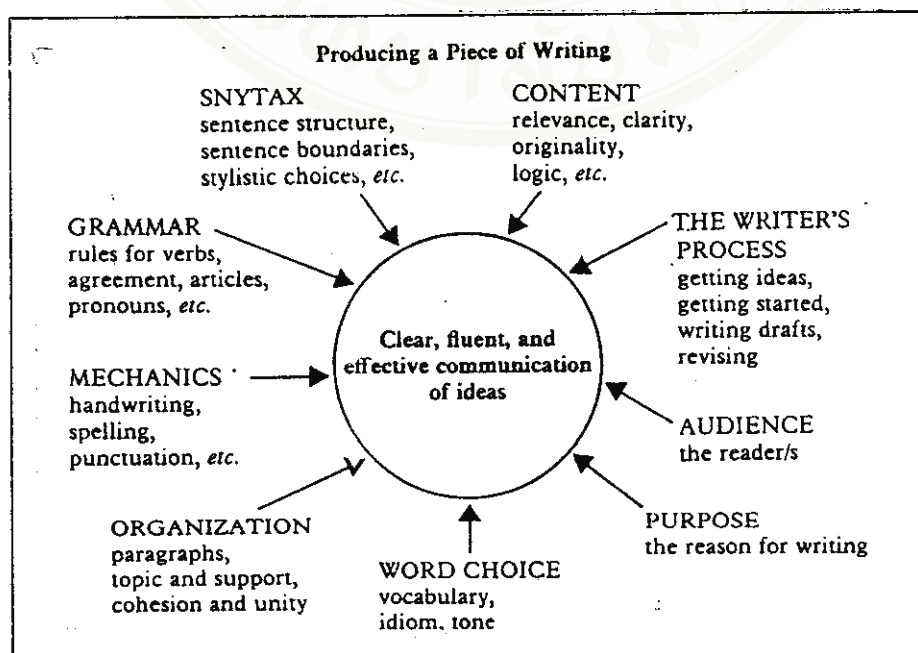
Expressive writing at Stage IV level is a relatively advanced type of writing, and typically tends not to be practised until the student has been learning the language for several years. Some students never reach this stage, even in their native language. Essentially it involves students in producing an original composition of their own for a real audience. It comes closest to writing in "the real world", outside the classroom.

4. Approaches to Teaching Writing in ESL Classes

Since there are as many teachers and teaching styles as learners and learning styles, there is no one answer to the question of how to teach writing in ESL classes. Raimes (1983) suggests a diagram showing what writers have to deal with as they produce a piece of writing. (See Figure 3.)

Figure 3 : Producing a Piece of Writing

(Raimes, A. 1983:6)



She also points out that as teachers stressed different features of the diagram, combining them with how they think writing is learned, they have developed a variety of approaches to the teaching of writing. Raimes (1983) classifies them as follows :

- 4.1 The Controlled-to-Free Approach
- 4.2 The Free Writing Approach
- 4.3 The Paragraph-Pattern Approach
- 4.4 The Grammar-Syntax-Organization Approach
- 4.5 The Communicative Approach
- 4.6 The Process Approach

The Controlled-to-Free Approach

The Controlled-to-Free Approach in writing is when students are first given sentence exercises, then paragraphs to copy or manipulate grammatically by, for instance, changing questions to statements, present to past, or plural to singular. Students work on given material and perform strictly prescribed operations on it (Kunz and Viscount:, 1973 Paulston, Bratt., Dykstra 1973). With these controlled compositions, it is relatively easy for students to write a great deal yet avoid errors. Only after reaching a high intermediate or advanced level of proficiency are students allowed to try some free composition in which they express their own ideas. This approach, according to Raimes (1983), stresses three features of the diagram : grammar, syntax and mechanics. This emphasizes accuracy rather than fluency.

The Free Writing Approach

The emphasis in this approach is that intermediate level students should put content and fluency first and not worry about form. Once ideas are down on the page, grammatical accuracy, organization and the rest will gradually follow. To emphasize fluency even more, some teachers begin many of their classes by asking students to write freely on any topic without worrying about grammar and spelling for five or ten minutes. As students do this kind of writing more and more often, however, some find that putting words down on paper is not so frightening after all. Concern for "audience" and "content" are seen as important in this approach, especially since the free writing often revolves around subjects that students are interested in, and those subjects then become the basis for other writing tasks.

The Paragraph - Pattern Approach

This approach stresses organization. Students copy paragraphs, analyze the form of model paragraphs, and imitate model passages. They put scrambled sentences into paragraph order, identify general and specific statements, choose or invent an appropriate topic sentence, insert or delete sentences. This approach is based on the principle that in different cultures people construct and organize their communication with each other in different ways (Kaplan : 1966).

The Grammar-Syntax-Organization Approach

This approach links the purpose of a piece of writing to the forms that are needed to convey the message (Raines 1978, Taylor 1976) so writing tasks are devised that lead students to pay attention to organization while they also work on the necessary grammar and syntax. For instance, to write a clear set of instructions on how to operate a calculator, the writer needs more than the appropriate vocabulary. He needs the simple forms of verbs; an organizational plan based on chronology; sequence words like first, then, and perhaps sentence structure like "When....., then.....". Students thus see the connection between what they are trying to write and what they need to write.

The Communicative Approach

The Communicative Approach stresses the purpose of a piece of writing and the audience for it. Johnson and Morrow (1981) said that "writers do their best when writing is truly a communicative act with a writer writing for a real reader". Teachers using the communicative approach, therefore, have extended the readership from other students in the class to readers outside the classroom, providing student writers with a context in which to select appropriate content, language and level of formality.

The Process Approach

This approach focuses on not only purpose and audience but also on how to begin and how to organize the

task. In this approach, student writers need to realize that what they first write down is a setting out of the first ideas, a draft. Students who are given the time for the process to work, along with the appropriate feedback from readers such as teachers or other students will discover new ideas, new sentences and new words as they plan, write first drafts and revise what they have written for second drafts.

Then the writing process becomes a process of discovery for the students : discovery of new ideas and new language forms to express those ideas (Taylor : 1981).

In conclusion it should be stated that all the approaches mentioned, overlap. There is no one teacher who is so devoted to one approach as to exclude all the others. A teacher using a communicative approach or a process approach will still use techniques drawn from other approaches as students need them, model paragraphs, controlled compositions, free writing, and paragraph analysis are useful in all approaches. This implies there is no one way to teach writing but many ways.

Research on Framing of Topics and Free Writing

Framing of Topics

Metviner (1981) investigated what she called "rhetorically based" and "rhetorically deficient" topics. Ninth-graders were asked in the first assignment to write an opinion paper on the use of drugs to the school newspaper for possible publication. For the "rhetorically deficient" topic, students were asked to write on the same

topic but they had to submit it to a teacher for a grade. The second assignment was thought to be rhetorically deficient because it was for a teacher and for a grade. However, in this case the rhetorically deficient assignment proved to be more effective ($p < .001$). Presumably, for the ninth graders in this study teachers were realistic audiences and grades were their purposes.

Brossell (1983) tested the effects of topic which he varied by "information load". The lowest information consisted of a brief phrase, e.g., "violence in the schools". The highest level consisted of a paragraph which provided a fictional situation (membership in a school council at a time when the incidence of violence had increased) and somewhat clearer purpose (a personal opinion about the cause of school violence). The "moderate information load" topic informed the writer about the increase in violence in schools and called for a personal opinion essay about the causes of the increases.

Brossell experimented with six topics, each with three versions which twenty college seniors wrote on for a total of 360 essays. He found no significant differences among the six topics. More important, he found no significant differences among the levels of information load, or rhetorical context.

Woodworth and Keech (1980), working with ninth and eleventh grades, also tested topics differentiated by rhetorical context. In each assignment, students were directed "to think of an experience in which they did something for the first time". In the first version students were asked simply to describe the experience of

writing a story, a journal entry or any other form. The second version specified an imaginary audience: "Imagine you are writing this description for someone who is about to experience the activity for the first time". The third version specified a real audience: "Write about this experience for a particular person (brother, sister, friend, etc.) who has not such an experience.....Sometime between now and Christmas, after this paper has been returned to you, plan to deliver your paper to your reader so that he or she may repond" (p. 63). In addition, the writers were asked to identify their readers on the back of their papers. The authors do not indicate that similar assurances were given the writers of the first and second versions. Despite this added personal encouragement, however, the ratings of the third-version paper were not significantly different from those of the first and second versions. The third version had the highest mean rating, but the first version with no specification of rhetorical context was better than the second with its imaginery audience. One wonders whether the more heavily specific topic would have fared less well (as in the Brossell study) had the teacher not paid special attention to the students writing on it.

Over the several studies reviewed even extensive variations in the framing of topics, particularly in the specification of rhetorical situations, resulted in no significant differences.

Free Writing

Free writing is widely approved by authorities as a means not only of thinking throuh ideas but of enhancing creativity and increasing skill in writing.

Moffett (1968) and Emig (1971) suggest that free writing increases verbal fluency and provides a means of gathering material. Many hold that free writing is the means to discover new ideas.

Myers (1983:28), states that proponents of this pedagogy teach students "to use writing as a means of self-discovery, not just a means of communicating something to someone else. Therefore, students are given extensive practice in free writing, simply filling a page in order to learn how writing helps them discover what they know, what they do not know, and in fact what they want to write about".

Gauntlett (1978:29) says that "as much free writing as possible should be allowed". Free writing is usually carried out in daily journal writing. Students should practise free writing two or three times per week.

Most studies of free writing, however, generated a response against presenting specific topic, a practice believed to be inhibiting.

Graves (1981 cited in Hillocks, G. 1986) and Staton (1982:73) both argue that presenting topics deprives students of the "right" to generate and develop their own ideas. Staton writes, "It should be no surprise that college students and adults often find it difficult to write when they are not told what to write about. They have not only had little practice in a crucial component of the writing process but have come to believe that they are not able to choose their own topic, or to write about personally meaningful experiences

in an interesting and effective way". It is assumed that free writing will provide not only practice in choosing topic but the incentive and practice necessary to write in effective and interesting ways.

Most of the studies using free writing also include frequent peer feedback and revision or drafting, usually with the latter following peer feedback.

Several studies which used free writing as a focus of instruction in their experimental treatments achieved significant gains in contrast to their control treatments. These include three writing project studies (cited in Hillocks, 1986) : Alloway, et al (1979) with grades 7-12 in the New Jersey Writing Project; Olson and DiStefano (1980) with grades 7-9 in the Colorado Writing Project ; and Wagner, Zelman, and Malone - Trout (1981) with grades 1-12 in the Chicago Area Writing Project. In addition, Wienke (1981) with grade 6, Hilgers (1981), and Cummings (1981) with college freshmen showed significant gains for free writing treatments. Neither Hilgers nor Cummings used a pretest of writing, however. Of these studies the largest effect sizes are those for the experimental groups in Olson and DiStefano (1980) and Wienke (1981), as indicated in Appendix A.

A fairly large number of studies report no significant differences in the quality of writing between experimental groups using free writing and peer feedback and their control groups. These include Arthur (1981) with grade 3, Ganong (1975) with grade 9, Gauntlett (1978) with grades 10-12, and V.A Adams (1986) with grade 12.

In addition, several studies using free writing at the college freshman level show no significant differences in quality of writing : Baden (1974), Davis (1979), Delancy (1980), Dreussi (1976), Fox (1979), Norwood (1974), Reynolds (1981), J.P. Walker (1974) and Witte and Faigley (1981).

5. Evaluation of Writing

The importance of the composition test

A composition test has many uses, ranging from making assessments for decisions about entry to a school program to gathering test data for research into the nature of language. A single testing situation may serve multiple purposes. Admission or proficiency testing, for example, frequently provides information used for prediction (of how well a writer will perform in an academic program), for placement (in appropriate English classes), and for diagnosis (to guide planning of instructional activities). Program directors must make decisions about whether to require students to take certain courses in the curriculum or to exempt them from requirements. Or they may need to certify that students have attained a necessary level of writing proficiency or that students are ready for the next level in an instructional program (Jacobs et al 1981).

Frequently, classroom teachers may test composition to diagnose learners's needs, measure growth at the end of an instructional sequence, provide feedback to focus the learning effects of students-writers and to evaluate the efficiency of certain teaching methods or techniques.

Jacobs et al (1981) further state that composition tests are often the basis on which teachers assign grades to students. Besides, all participants in each stage of the testing program should understand clearly the aim of a test so that it can effectively serve the purposes for which it is intended.

Approaches to Composition Evaluation

There are two basic approaches to composition evaluation, holistic scoring and frequency-count marking.

Holistic Scoring

According to a classification by Cooper (1977:4),

"Holistic means any procedure which stops short of enumerating linguistic, rhetorical, or informational features of a piece of writing."

Cooper also classifies holistic methods as essay scales, analytic scales, dichotomous scales, feature analysis, primary trait scoring, general impression and "center of gravity response". Therefore, his classification includes method ranging from completely unstructured (totally impressionistic) to semi structured (with certain features or criteria to guide the reader). Cooper further points out even in most "general impression" evaluations readers may follow certain "rubrics" or key-word reminders of the more detailed criteria which they have developed and agree upon during an intensive training session prior to the evaluation. From this, Cooper concludes that we might assume these impressionistic readers are using an

implicit, rather than explicit, list of features or qualities to guide their judgements.

Frequency-count Marking

According to Jacobs et al (1981), in frequency - count marking, readers tally or enumerate certain elements in the composition, such as : the number of type of words, clauses, T-units (classified by Hunt (1977:93) as a single main clause plus whatever other subordinate clauses or noun clauses are attached to, or embedded within that one main clause), cohesive devices, misspelled words, misplaced commas, or sentence errors.

The frequency-count marking method, state Jacobs et al (1981), is highly objective (little judgment is involved, only counting or listing of certain occurrences) and therefore also highly reliable : not so certain is its validity, however, because a composition evaluated by a frequency-count method has been judged not for its communicative effect, but for its number or kinds of elements.

A number of researchers have provided empirical evidence that such counting methods do not predict very accurately teachers' intuitive judgements of the quality of student writing (Mellon 1969; Jurgens and Griffin 1970; Dilworth et al 1978; Nold and Freedman, 1977; Evola et al 1980).

On the other hand, holistic evaluation is far more subjective, depending on the impressions formed by the readers. Oller (1979 cited in Jacobs et al 1981:29) has

noted that holistic evaluation can be considered a strength rather than a weakness of the approach.

It has long been supposed that subjective ratings were less accurate than more objective scoring methods. However, as we have seen repeatedly, subjective judgements are indispensable in decisions concerning whether a writer has expressed well his intended meaning and, of course, in determining what that intended meaning is. There is no escape from subjective judgement in the interpretation of normal expression in a natural language.

Most of the studies cited in Jacobs et al (1981 : 28): Britton et al, 1975; Diederich, 1974; Finlayson, 1951; Flahive and Snow, 1980; Follman and Anderson, 1967; Freedman, 1981.cited in Jacobs et al 1981; Godshalk et al, 1966 cited in Jacobs et al 1981; Hogan, 1977; Moslemi 1975; and Mullen, 1977 were based on holistic evaluation of one type or another, and all of these studies obtained reader reliabilities in the mid - to high eighties or nineties. As Cooper (1977:3) puts it, "holistic evaluation by a human respondent gets us closer to what is essential in communication than frequency counts do". He continued :

Holistic evaluation is usually guided by a holistic scoring guide which describes each feature and identifies high, middle, and low quality level for each feature.

To identify quality levels for each feature, the ESL Composition Profile has been developed to guide readers in conducting holistic evaluations of ESL compositions. Unlike some holistic evaluations, state Jacobs et al (1981:31), in which readers base their judgements on a simple first impression of the quality of a composition, readers using the PROFILE in effect do five holistic evaluations of the same composition, each from a slightly different perspective on the whole. This is an important difference since readers sometimes tend to value only one aspect of a composition when using a purely impressionistic approach, yet it is only through a writer's successful production, integration and synchronization of all the component parts of a composition that an effective whole is created. The ESL Composition Profile asks the readers to peer at the composition through as many windows as possible in arriving at their judgements of quality.

In conclusion, the ESL Composition Profile is intended to be a convenient guide not only to help the readers get a common standard for judging the quality of the writing but to ensure that the evaluation does indeed assess the communicative effect of each composition.



CHAPTER III METHODOLOGY

The design and procedure used in this study are discussed in five sections : the sampling of subjects, the instrument, the scoring and rating procedure, the collection of data and data analysis.

1. Subjects and Sampling Procedure

Thirty - two M.6 students taking the Arts Program at Satriwithaya School were selected by the method of simple random sampling from sixteen classes in M.6 level. The reason for selecting one class as the subjects was that all subjects attending the same class or program had the same educational background and knowledge which was one of the variables of this study. Thus, the educational background variable was controlled.

In addition, the subjects from the same class and program had the same time available to participate in this comparative study. Prior to this study, these subjects were also given the "M.6 Trial English Test" administered by the Advisory Unit, Department of General Education in cooperation with Cambridge University. Their obtained scores and their English grade point averages are shown in Appendix B.

2. The Instrument

The instrument used by the researcher for the present study consists of four composition writing tasks, two of which are topic controlled composition writing tests

and the other two are free writing composition tests. They are as follows :

1. Topic controlled writing tests : They consist of two tests. In the first test, students are asked to justify or give reasons on the scope of contents provided by the teacher or researcher. In other words, the aim or purpose and contents are given by the teacher. In the second test only the aim or purpose is controlled. The following are the topic assignments:
 - a. Develop a meaningful paragraph of about 120-150 words by supporting with reasons or ideas : There are three disadvantages to bus travel : slowness, discomfort and danger. (The purpose and contents are controlled.)
 - b. Develop a meaningful paragraph of about 120-150 words on the following topic : If you were a national leader, what suggestions would you make to solve the pollution problems in Bangkok ? (Only purpose is given.)
2. Free writing tests comprise of two tests on the same topic. Students are free to write about anything that interests them. That is anything that impresses them, is familiar to them or motivates them to write about or give reasons to. The topics are as follows :
 - a. Write a paragraph of about 120-150 words giving suggestions or ideas on any topic that you are interested in.

- b. Write a paragraph of about 120-150 words giving suggestions or ideas on any topic that interests you.

In constructing the composition tests, two considerations were stressed. They are :

1. What type of topic is understandable and meaningful ?

Important criteria of creating meaningful and understandable topics were considered before conducting composition tests. From many studies, it is suggested that good and meaningful topics should not be complex. They should be appropriate to students in terms of their educational levels, interest, and cultural background. Besides, they should be familiar to students (Gurry : 1955, Heaton : 1988, Hughey : 1983, Jacobs et al ; 1981).

2. What mode or form is desirable ?

Since the researcher's purpose is to investigate the student's ability in self-expressing, explaining and solving problems when writing a free composition, the student should express his or her ability through the form of justification or giving reasons rather than describing an accident, etc. Therefore, an expository composition task is required.

3. Scoring and Rating Procedure

A: Criteria in Scoring

The scoring procedure employed in this study, both in the pilot and the main study, was an acceptable

scoring method, as suggested by Jacobs et al (1981). Following a classification of holistic evaluation by Cooper (1977), Jacobs et al have developed "PROFILE" to guide readers or raters in conducting holistic evaluation of ESL compositions. It is intended to be a convenient guide for test planners in establishing criteria to focus raters' attention on significant aspects of the compositions and setting a common standard for judging the quality of writing. Furthermore, the ESL Composition Profile was taken as a part of the Michigan Test Battery and TOEFL in 1978 and 1979 as shown in Appendix C.

Following is the main feature of the profile. It contained five component scales, each focusing on an important aspect of composition and each weighted according to its appropriate importance for written communication: content (30 points): organization (20 points), vocabulary (20 points), language use (25 points) and mechanics (5 points). The total weighting for each component is further broken down into numerical ranges that correspond to four mastery levels: excellent to very good, good to average, fair to poor and very poor. These levels are characterized and differentiated by key - word descriptors which serve as reminders of specific criteria for excellence and of larger concepts in composition; the descriptors thus serve to focus attention on significant aspects of a composition which affect the degree to which a writer succeeds (or fails) in the communicative effort. The details of the ESL Composition Profile are shown on the next page.

ESL COMPOSITION PROFILE

SCORE	LEVEL	CRITERIA	DATE	TOPIC	COMMENTS
CONTENT					
30-27	EXCELLENT TO VERY GOOD:	knowledgeable o substantive o thorough development of thesis o relevant to assigned topic			
26-22	GOOD TO AVERAGE:	some knowledge of subject o adequate range o limited development of thesis o mostly relevant to topic, but lacks detail			
21-17	FAIR TO POOR:	limited knowledge of subject o little substance o inadequate development of topic			
16-13	VERY POOR:	does not show knowledge of subject o non-substantive o not pertinent o OR not enough to evaluate			
ORGANIZATION					
20-18	EXCELLENT TO VERY GOOD:	fluent expression o ideas clearly stated/supported o succinct o well-organized o logical sequencing o cohesive			
17-14	GOOD TO AVERAGE:	somewhat choppy o loosely organized but main ideas stand out o limited support o logical but incomplete sequencing			
13-10	FAIR TO POOR:	non-fluent o ideas confused or disconnected o lacks logical sequencing and development			
9-7	VERY POOR:	does not communicate o no organization o OR not enough to evaluate			

	DATE	TOPIC	
SCORE	LEVEL	CRITERIA	COMMENTS
		VOCABULARY	
20-18	EXCELLENT TO VERY GOOD:	sophisticated range o effective word/idiom choice and usage o word form mastery o appropriate register	
17-14	GOOD TO AVERAGE:	adequate range o occasional errors of word/idiom form, choice, usage but meaning not obscured	
13-10	FAIR TO POOR:	limited range o frequent errors of word/idiom form, choice, usage o meaning confused or obscured	
9-7	VERY POOR:	essentially translation o little knowledge of English vocabulary, idioms, word form o OR not enough to evaluate	
		LANGUAGE USE	
25-22	EXCELLENT TO VERY GOOD:	effective complex construction o few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
21-18	GOOD TO AVERAGE:	effective but simple constructions o minor problems in complex constructions o several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured	
17-11	FAIR TO POOR:	major problems in simple/complex constructions o frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions o meaning confused or obscured	

		DATE	TOPIC
SCORE	LEVEL	CRITERIA	COMMENTS
10-5		VERY POOR: virtually no mastery of sentence construction rules o dominated by errors o does not communicate o OR not enough to evaluate	
MECHANICS			
5		EXCELLENT TO VERY GOOD: demonstrates mastery of conventions o few errors of spelling, punctuation, capitalization, paragraphing	
4		GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured	
3		FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing o poor handwriting o meaning confused or obscured	
2		VERY POOR: no mastery of conventions o dominated by errors of spelling, punctuation, capitalization, paragraphing o handwriting illegible o OR not enough to evaluate	
TOTAL SCORE	READER	COMMENTS	

Jacobs et al (1981:105) suggest the following step for determining a composition profile.

"In order to develop consistency in interpreting and applying the Profile Standards and Criteria, the main steps for determining a composition profile are summarized below:

1. In the appropriate space at the top of the Profile write student and paper identification information : student name or code number, topic and date.
2. Read the composition quickly for an overall first impression, paying particular attention to the message which the writer is trying to get across. Trust your judgement.

KEY QUESTION : Are the writer's ideas readily apparent, appropriately sequenced and adequately developed to convey a complete picture ?

3. In the content and organization components of the profile, find the descriptors that best describe the writer's success in delivering a message. Determine a score for each component to reflect these descriptors and record the scores in the space provided on the profile.
4. Quickly reread the composition and record scores in the remaining three components after identifying the appropriate criteria descriptors.

KEY QUESTION : Is the writer more or less effective than originally thought ? Do the syntactical and mechanical elements work effectively to convey the intended message without distortion or loss of meaning ?

5. Sum the five evaluation scores from the components and record under TOTAL.

6. Write reader information (initial or code number). If necessary, make classifying comment".

B : Testing Administration

Since Diederich, 1974; Cooper, 1977; Harris 1969; Heaton, 1988 suggest that two carefully formulated writing tasks are probably sufficient for most testing situations, four composition tests comprising of two controlled writing and two free writing tasks were administered by the researcher. Thirty two M. 6 students selected by simple random sampling were asked to write each composition every week in February 1990.

To ensure that test conditions and procedures will enable each student to do his or her best, the researcher made every attempt to set the test day, time and conditions so as to provide the opportunity for students to demonstrate their proficiency. Since this test was administered four times throughout the month, the researcher tried as far as possible to provide the same scheduling and timing, and conditions for each student. This test was administered every Thursday in the last period when students were free from class.

Once the subjects had been given each composition test, they were told to read the instructions thoroughly and allowed to ask any question regarding it before starting to work in order to make sure that they clearly understood the instructions. Each subject was tested twice on the controlled writing and twice again for free writing. In the first week, they had to write the controlled writing composition of which the purpose and contents were given by the researcher. In the second week, the free writing assignment was conducted. Later, the controlled writing test which focused on aim or purpose was administered. In the fourth week, students were asked to write a free composition. Each test lasted about fifty minutes. The testing administration schedule is shown in Table 1.

TABLE 1
The Testing Administration Schedule

DATE	TIME	TYPE OF TEST
1 FEB 1990	14.20-15.10	CONTROLLED WRITING I
8 FEB 1990	14.20-15.10	FREE WRITING I
15 FEB 1990	14.20-15.10	CONTROLLED WRITING II
22 FEB 1990	14.20-15.10	FREE WRITING II

C: Rating Procedure

1. Each rater evaluated 128 pieces of writing tasks from 32 students who were randomly selected, and rated them according to their

various levels of writing proficiency. (Samples of rating scores are shown in Appendix D.)

2. Three raters were chosen from the pilot study to conduct the tests in the main study because one of them is a native speaker, another is an experienced teacher and the other is a Thai rater with an advanced level of English reading ability.

4. The Collection of Data

The First Pilot

The tests and the rating scale were initially piloted with seven M.6 students in November 1989 in order to :

1. clarify the instructions of the test
2. assess the difficulty of the test
3. find out the inter-rater reliability
4. find out the time needed for administration.

The Second Pilot

The test and rating scale were then piloted with another seven M.6 students. The subjects were first tested in writing composition both in controlled and free writing. Then they were tested with the "M.6 Trial English Test" in January, 1990. The purpose of this pilot study was to find out the reliability of the rating scale and to examine the concurrent validity of this test and the standardized test administered by the Supervisory Unit and Cambridge University.

The Main Study

To answer the questions raised in Chapter I, the analysis was carried out to

1. compare the writing proficiency level in writing controlled and free writing composition in the following aspects : content, organization, vocabulary, language use and mechanics
2. examine whether the controlled writing test correlated with the M.6 Trial English Test administered by the Supervisory Unit in cooperation with the Cambridge University in the following aspects : content, organization, vocabulary, language use and mechanics
3. investigate whether the free writing test correlated with the M.6 Trial English Test administered by the Supervisory Unit in cooperation with the Cambridge University in the following aspects : content, organization, vocabulary, language use and mechanics.

5. Analysis of Data

Data analysis was carried out by using the SPSS (Statistical Packages for Social Sciences) computer program.

To answer the research questions the following statistics were used:

1. Mean and standard deviation were used to give descriptive statistics of the tests.
2. T-test (correlated samples) was computed to find the difference between the two types of writing tasks.

3. Pearson Product - Moment Correlation was computed to express the concurrent validity between the writing proficiency level when students composing controlled and free writing and that of the standardized test conducted by Cambridge University. It was also used to compute the inter-rater reliability.



CHAPTER IV FINDINGS

In order to investigate and compare the students' proficiency in composing English expository writing under topic controlled and free writing conditions, data from students' written work were obtained. This chapter presents the findings of the data analysis. The findings are divided into two parts, the findings of the pilot studies as well as those of the main study. The research questions stated in Chapter One serve to organize the presentation of the findings.

Part I : The Findings of the First Pilot Study

The purpose of the first pilot study was to :

1. clarify the instructions of the test
2. assess the difficulty of the test
3. find out the inter-rater reliability
4. find out the time needed for administration.

Results

It was found that the instructions given were clear and concise enough for the students to understand. Moreover, each test was not too difficult for the students to finish in a period of fifty minutes. This was because the tests present topics about which these students have some background knowledge. In addition, the results show that the mean values of the four pieces of writing from the three raters both in topic controlled and free writing were quite high. The total score of each test from the

three raters was 600. Table 2 gives the descriptive statistics of the pilot study.

TABLE 2
The First Pilot Mean Scores of Controlled
And Free Writing

Test Type	No. of Case	Mean	Standard Deviation
Controlled Writing	7	386.5714	48.190
Free Writing	7	420.0000	35.033

In order to find correlations between the two Thai raters and an English native speaker, a Pearson Product-Moment Correlation was applied to the two types of writing: topic controlled and free expository writing rated by the three raters. Table 3 presents the correlation coefficients of the three raters.

TABLE 3
The First Pilot Inter-rater Reliability for Controlled and
Free Writing

	1	2	3
1. Native speaker	1.000	.745*	.389
2. Thai rater 1		1.000	.480
3. Thai rater 2			1.000

* $p < .05$

In terms of the level of agreement across raters, it was found that there was a rather high correlation between the English native speaker and the first Thai rater ($r = .745$). This was probably due to the fact that both of them were teachers of English in a secondary school. However, such correlation did not exist between the English native speaker and the second Thai rater. This indicated that a training session was required in order to obtain greater reliability in the main study.

The Findings of The Second Pilot Study

Since the level of the correlation between the native English speaker and the second Thai rater was rather low ($r = .389$), the correlation coefficient was calculated again after the training session to see whether the inter-rater reliability improved.

Table 4 illustrates the inter - correlations among the three raters.

TABLE 4
The Second Pilot Inter-rater Correlation Coefficients
for Controlled and Free Writing

	1	2	3
1. Native speaker	1.000	.835*	.858**
2. Thai rates 1		1.000	.685*
3. Thai rater 2			1.000

* $p < .05$

** $p < .01$

In terms of the agreement across raters, it was found that there were significantly high correlation coefficients between the native speaker and the two Thai raters. The correlation coefficients between the native speaker and the first and second Thai raters were .835 and .858 respectively. However, the correlation coefficient between the two Thai raters was moderate ($r = .685$).

In order to find out how much the proficiency level in composing topic controlled and free writing and that of the test administered by the Supervisory Unit and Cambridge University intercorrelate, a Pearson Product-Moment Correlation was applied. The correlation coefficient was calculated from the sum of the scores from five components of each test : content, organization, vocabulary, language use and mechanics and the sum of the Cambridge Writing Test. The result showed that there was a significant correlation in each type of test. The correlation was .804 for topic controlled and .631 for free writing.

The significant correlation coefficient obtained indicated that the proficiency level of the students when composing the expository writing task was related to the standardized one. This means that those students who scored high in the expository writing would tend to score high in the Cambridge Test and those who scored low in composing the expository task would tend to score low in the Cambridge test as well. However, it was found that controlled writing was more correlated with the Cambridge Test than the free writing composition.

Part II: The Main Study

This section deals with the findings of the research questions addressed in Chapter One.

Research Question One

To what extent does the students' proficiency level in topic controlled writing differ from that of the free writing and if it does in what aspects ?

Hypothesis One : The proficiency level in writing controlled composition of M.6 students at Satriwithaya School is significantly different from that in free writing in the aspects of content, organization, vocabulary, language use and mechanics.

Finding One

Means and standard deviations were used to give descriptive statistics of the test. In the present study, the total score of each test from the three raters was 600. The results obtained showed that students performed better when composing free writing (mean = 400.188) while the mean score of topic controlled writing was 361.906.

TABLE 5
Means and Standard Deviations of the
Controlled and Free Writing

Test Type	Mean	Standard Deviation
Controlled Writing	361.906	52.981
Free Writing	400.187	44.853

In addition, a t-test (correlated samples) was computed to discover the significant differences between the two types of writing tasks. The results as well as comparison of the two categories mentioned above are presented in Table 6.

TABLE 6
Comparison of Means of Controlled and Free Writing Tasks

Type of Writing	Mean	S.D.	t-Value	Degree of freedom	2-tail Prob.
Topic					
Controlled Writing	361.906	52.981	-6.26	31	.000
Free Writing	400.187	44.853			

It was found that the mean of topic controlled composition was significantly different from that in the free writing at a confidence level of .05. The information

obtained also showed that the mean of free writing was significantly higher than that of the topic controlled writing.

Moreover, this study sought to determine whether there were any differences between the two types of test in five aspects of composition : content, organization, vocabulary, language use and mechanics. To obtain the answer, the mean score of each component was analyzed and compared by means of a t-test. The comparison of the five components mentioned above are presented in Table 7.

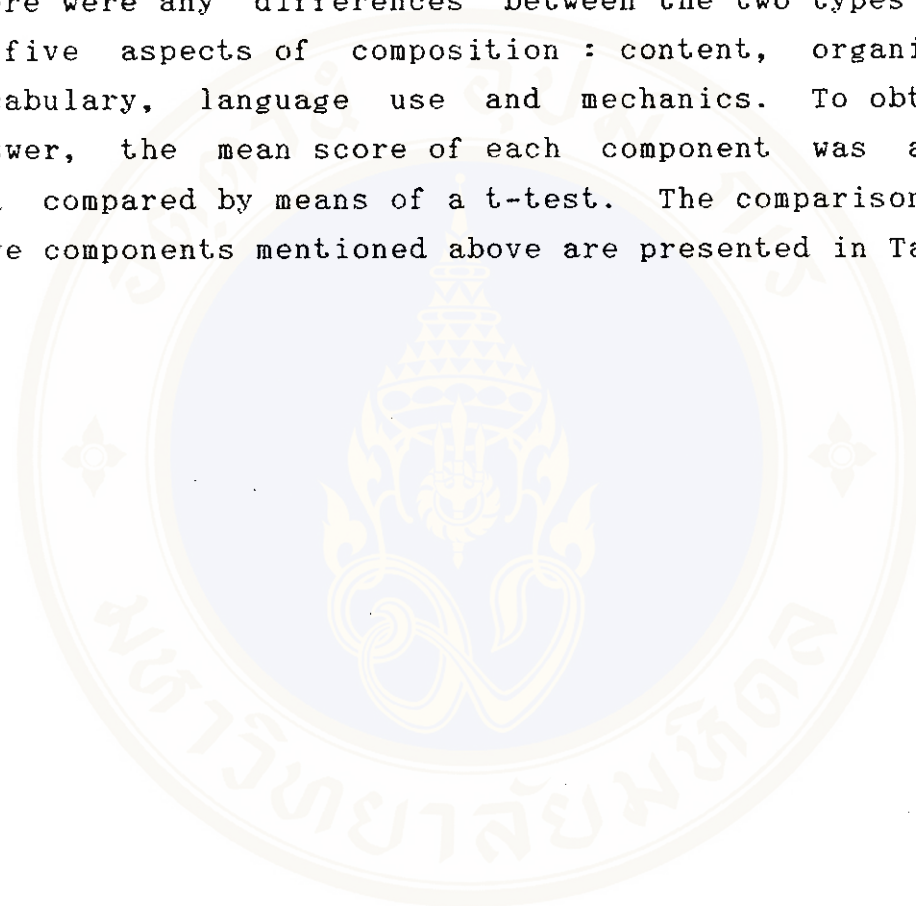


TABLE 7
 Comparison of Means of Controlled and Free
 Writing Tasks in Five Aspects

Component	Mean	S.D.	T-Value	Degree of freedom	2-tail Prob.
1. Content					
Controlled Writing	110.438	12.876	-6.49	31	.000
Free Writing	123.500	13.137			
2. Organization					
Controlled Writing	76.906	11.521	-4.87	31	.000
Free Writing	84.406	9.228			
3. Vocabulary					
Controlled Writing	72.750	11.665	-5.83	31	.000
Free Writing	80.656	9.213			
4. Language Use					
Controlled Writing	83.812	15.936	-4.88	31	.000
Free Writing	93.343	12.913			
5. Mechanics					
Controlled Writing	18.000	2.929	-.74	31	.467
Free Writing	18.281	3.103			

According to each component of the composition, students did better in composing the free expository writing than in the writing topic controlled tasks at a confidence level of .05. The students did significantly better on content, organization, vocabulary, language use in the free writing. However, there was no significant difference between the topic controlled writing and free writing in the aspect of mechanics at a confidence level of .05. Therefore, the first hypothesis stating that the students' proficiency level in writing controlled composition is significantly different from that in free writing is accepted. The students' proficiency level differed significantly in content, organization, vocabulary, and language use. They, however, are not significantly different in mechanics.

Research Question Two

To what extent does the students' proficiency level in controlled writing correlate with that of the Cambridge Trial Test, and if it does, in what aspects ?

Hypothesis Two : The composition proficiency level in writing topic controlled composition of M.6 students correlates significantly with that of the M.6 Trial English Test conducted by Cambridge University in the aspects of content, organization, vocabulary, language use and mechanics.

In order to find how much the writing proficiency level in writing topic controlled and that in the M.6 Trial Test intercorrelate, a Pearson Product-Moment correlation formula was applied. The correlation

coefficient was calculated from two sets of scores : the sum of five components in the topic controlled writing rated by the three raters and the sum of the Cambridge writing test. The result showed that the correlation coefficient was .754 and significant at the .05 level. The correlation coefficients of each component between the topic controlled writing and the Cambridge Test are shown in Table 8.

TABLE 8

The Intercorrelations among the Components of the Controlled Writing Test and the Cambridge Test

	Controlled Writing Test				
	Content	Organizat'n	Vocab.	Language use	Mechanics
Cambridge Test	.734***	.684**	.767**	.749**	.592**

* P < .01

** P < .001

All components in the topic controlled writing were significantly correlated with the Cambridge Test. The highest correlation was .767 in the aspect of vocabulary while the lowest correlation was .592 in the aspect of mechanics. The results suggest that there could be a concurrent validity between the proficiency level of M.6 students in composing topic controlled writing and that in the Cambridge Writing Test.

Consequently, the second hypothesis of the study stating that the proficiency level in writing topic

controlled composition of M.6 students correlates significantly with that of the M.6 Trial Test in the aspects of content, organization, vocabulary, language use and mechanics is accepted.

Research Question Three

To what extent does the proficiency level in free writing correlate with that of the Cambridge Trial Test, and if it does, in what aspects ?

Hypothesis Three : The proficiency level in free writing of M.6 students correlates significantly with that of the M.6 Trial Test conducted by Cambridge University in the aspects of content, organization, vocabulary, language use and mechanics.

In response to the question, a Pearson Product-Moment correlation formula was applied to find out how much the writing proficiency level in free writing and that conducted by Cambridge University intercorrelate. Two sets of scores : the sum of five components from three raters in the free writing and the sum of the M.6 Trial Test were calculated. The result showed that the correlation coefficient was .585 and significant at the .05 level. Table 9 shows the intercorrelations among the components of the free writing test and the Cambridge Test.

TABLE 9
The Intercorrelations among the Components
of Free Writing Test and the Cambridge Test

	Free Writing Test				
	Content	Organizat'n	Vocab.	Language use	Mechanics
Cambridge Test	.518**	.519**	.673**	.546**	.453*

* P < .01

** P < .001

All components in the free writing test were significantly correlated with the Cambridge Test. The highest correlation was .673 in the aspect of vocabulary while the lowest correlation was .453 in the aspect of mechanics.

The data in Table 9 indicate that there could be a concurrent validity between the proficiency level of M.6 students in composing the free writing and that in the Cambridge Writing Test.

As a result, the third hypothesis of the study positing that the proficiency level in free writing of M.6 students correlates significantly with that of the M.6 Trial Test in all aspects : content, organization, vocabulary, language use and mechanics, is accepted.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS FOR IMPLEMENTATION
AND FURTHER STUDIES

Chapter Five presents the conclusions of the study and a discussion on the findings, including their implications. Some suggestions for further studies are provided.

Conclusions of the Study

The purpose of this study was to investigate whether the writing proficiency level in writing topic controlled compositions of M.6 students was different from that in writing free compositions when the ESL Composition Profile developed by Jacobs et al (1981) was taken into consideration as a rating scale. It also sought to determine to what extent the five aspects of composition : content, organization, vocabulary, language use and mechanics, differ. Moreover, this study was designed to examine the interrelationship between each type of test, topic controlled and free composition, and the M.6 Trial English Test conducted by Cambridge University.

Subjects

The subjects of the study were thirty two M.6 students taking the Arts Program at Satriwithaya School. They were selected by the method of simple random sampling from sixteen classes in M.6 level. The reason for selecting one class as the subjects was that all subjects attending the same class or program had the same educational background knowledge which was one of the

variables of this study. Therefore, this educational background variable was controlled. In addition, the subjects from the same class and program had the same time available to participate in this comparative study. Prior to this study, these subjects were given the "M.6 Trial English Test" administered by the Advisory Unit, Department of General Education in cooperation with Cambridge University.

Instrument

The instrument consists of four composition writing tasks, two of which were topic controlled composition writing tasks and the other two were free writing composition tests. They are as follows :

A : Topic controlled writing tests. They were comprised of two tests. In the first test students were asked to justify or give reasons on the scope of content provided by the researcher. In the second test only the purpose is controlled. The following were the topic assignments.

1. Develop a meaningful paragraph of about 120-150 words by supporting with reasons or ideas :
There are three disadvantages to bus travel : slowness, discomfort and danger.

2. Develop a meaningful paragraph of about 120-150 words by supporting with reasons or ideas.
If you were a national leader, what suggestions would you make to solve the pollution problems in Bangkok ?

B : Free writing tests : They were comprised of two tests without any topic given. Students were free to write about anything they are interested in -- that is anything that impressed them or motivated them to write about or give reasons to. The instructions are as follows :

1. Write a paragraph of about 120-150 words giving suggestions or ideas on any topic you are interested in.
2. Write a paragraph of about 120-150 words giving suggestions or ideas on any topic that interests you.

Procedure

The subjects were assigned four expository writing tasks. Each subject was tested twice on the controlled writing and the other two for free writing. All the tests were administered on Thursdays after the compulsory classes were over. In the first week, students had to write a topic controlled composition of which the purpose and contents were imposed by the researcher. In the second week, a free writing assignment was conducted. Later a topic controlled writing test which focused on purpose was administered. In the fourth week, students were asked to write a free composition. Each test lasted fifty minutes. All the essays were holistically scored by three experienced and trained raters using the ESL Composition Profile developed by Jacobs et al (1981) as a rating scale. Scores obtained were statistically analyzed with the help of a computer. Means and standard deviations were used to describe their writing proficiency

level, a t-test was computed to find the differences between the two types of writing and the Pearson Product - Moment Correlation was computed to find the concurrent validity between the two types of writing and the standardized test.

Discussion and Interpretation of the Findings

Finding one

This study showed that students' writing proficiency could be enhanced through the method of free writing. The mean values revealed that students could score higher when composing free writing (see Table 5). The result of the t-test showed there was a significant difference between the two types of composition. This finding was found to be consistent with that reported in Alloway et al (1979), Wienke (1981), Hilgers (1981). Their study revealed that their experimental treatment, in composing free writing achieved significant gains. As a teacher who teaches writing, it is interesting to note that writing is the creating of meaning from one's own intellectual and linguistic resources and activity (Berthoff, 1981:5). Thus presenting specific topic deprives students of the right to generate and develop their own ideas. As Heaton (1988:149) has pointed out that "there is often a danger that certain students will feel inhibited rather than helped by such control".

According to the mean values of each component, it was found that students could perform better when writing free expository writing in the aspects of content and vocabulary. This did not mean that the topic assignments

in the controlled writing were far too difficult because the topics given focused on their background knowledge or on what they have learnt in this academic year. This finding supports a view proposed by Gurrey (1955:129) that "If pupils have to rack their brains for something to say, or if they try to express something beyond their powers, the writing may be more harmful than helpful". Furthermore, Staton (1982:73) stated that college students and adults often found it difficult to write when they were not told what to write about. Their behaviour implied that they had not only had little practice in the crucial component of writing process but also had come to believe that they were not able to choose their own topics or write about personally meaningful experiences in an interesting and effective way. It is assumed that free writing will provide not only practise in choosing a topic but also the incentive and practice necessary to write in effective and interesting ways.

In terms of the differences among the five components, the detailed results displayed in Table 6 indicate that the writing proficiency level in writing topic controlled composition and free writing are significantly different in four aspects : content, organization, vocabulary and language use. However, there was no significant difference between the topic controlled and free writing in the aspect of mechanics at a confidence level of .05. This might be explained as follows :

In terms of content and vocabulary, it was found that in free writing the student writers used significantly more content words such as nouns, adjectives or adverbs,

most of which were relevant to the topic. This revealed that they had much knowledge about the topic. This is congruent with Grabe and Biber (1988 cited in Kroll, B suggestion 1990)'s regarding the use of content words that a high percentage of noun reflected high "information density" and exact informational context.

In prior discourse analysis research, Halliday (1979), Biber (1986), Grabe and Biber (1988 cited in Kroll, B 1990), suggest that a higher percentage of content words usually co-occurs with a high average word length. A higher level of content words, a high percentage of nouns and longer words should therefore result in highly explicit, formal and meaningful English prose.

In terms of organization and language use, the result showed a relatively small amount of difference when compared with that of the content and vocabulary. However, this finding served as an indication that an inspiring topic chosen by students in free writing could better encourage the students to organize and develop their expository paragraph by using effective grammatical construction to support the central ideas of paragraph. As Heaton (1988:137) points out "Once the students are ready to write free compositions on carefully chosen realistic topics, then composition writing can be a useful testing tool. It provides the students with an opportunity to demonstrate their ability to organize language material, using their own words and ideas to communicate".

In the aspect of mechanics, it was interesting to note that their writing performance was not found to be significantly different. A possible explanation for the insignificant difference in the use of mechanics, namely punctuation, spelling and conventions seems to lie with the pressure of time. Within a limited time, the student writers have to write spontaneously without much time for revision, resulting in several errors found in both topic controlled and free writing expositions.

Finding two

The detailed results displayed in Table 8 reflect that the writing proficiency level in controlled compositions and that of the "M.6 Trial Test" conducted by Cambridge University were significantly correlated. The significantly rather high correlation coefficients obtained in every aspect indicates that there could be a concurrent validity between the proficiency level of M.6 students when composing the two tests.

In the present study, the students were asked to write a composition on the given topic. This, therefore, means that the five aspects of composition especially content and vocabulary aspects were directly controlled. Since the "M.6 Trial Test" comprised three different types (The first test focused on language form, the second one was on institutional text type including application form and the third test was personal text type including a personal letter.), students were controlled in the aspect of language form in the first test and especially content, organization and vocabulary in the second test. Though the third test was a personal text type including a

personal letter, it was also indirectly controlled. This, therefore, leads to the conclusion that there was a rather high relationship between the two types of test.

Finding three

The results in Table 9 showed that the proficiency level in free writing and that of the "M.6 Trial Test" conducted by Cambridge University were significantly correlated. There was also a significant correlation in every aspect; therefore, this implies that there could be the concurrent validity between the proficiency level of M.6 students when composing the two tests. However, it was found that the proficiency level in free writing was less correlated with the Cambridge test than the controlled writing. This indicates that the two types of test : the topic controlled composition and the "M.6 Trial Test" are more similar in some characteristics than the free writing.

The results shown in Table 8 and Table 9 illustrate that there was a rather high correlation between each type of test and that of the Cambridge Test in the aspect of vocabulary. This suggests that the Cambridge Test might assess the students' knowledge of vocabulary acquired in M.6 level better than other components. This might be due to the format and the topics of the two tests which are more controlled than the free writing test.

In the present study, both the students' proficiency levels in composing free writing and that in topic controlled writing were measured by using the ESL Composition Profile developed by Jacobs et al (1981) as a

rating scale. In performing these tests, each student needed to employ a large amount of ability in pulling together all elements of written discourse into a connected, coherent piece of expository writing to communicate effectively. Thus the ability to use these elements of written discourse should be at a certain level when each student composed the expository writing tests. Similarly, when these students took the "M.6 Trial Test", their ability in organizing these elements of written discourse would be the same. This, therefore, leads to a conclusion that there is a relationship between the controlled and free writing test and the Cambridge test. In other words, they measured similar factors of writing proficiency. As Jacobs et al (1981) put it "a common method of investigating the concurrent validity of a test is to correlate it with other tests that purport to measure a similar skill or components of that skill".

Implications of the Study

It is evident that the results of the present study demonstrate that the writing proficiency level in composing free expository writing is found to be higher than that in topic controlled writing. Consequently, it seems logical that the free writing method should be incorporated in writing courses. Based on the findings of the present study and the other related studies, several implications can be drawn, regarding the practicality of the topic controlled writing and free writing.

1. The finding that free writing method could enhance students' writing proficiency and that they showed superiority in promoting students' writing performance

seems to suggest that students' involvement in this method should be greatly encouraged. The more the students are engaged in this type of method in class, the more they can benefit from it in terms of learning. This suggestion is broadly in line with one of Winterowd's suggestions (1975 cited in Hughey, 1983:39) "I think the writing class should be a happy anarchy giving students rich opportunities for any kind of composition they need, either for "real" uses or for "self-expression". Such an insightful view provides teachers a rationale for incorporating free writing method into the writing courses.

2. Expository writing tasks used both in controlled and free writing are fruitful and interesting to students since the organization of the writing tends to require greater intellectual or mental organization. As Flemming and Claton (1968:125) put it.

In exposition, however, you usually have to establish your organization. You have to organize in your own mind all the parts of the process or ideas you want to explain. This means that you must rely on your own sense of logic or order.

Though the study revealed that students could do quite well in the tests, it was found that some of them needed to be trained in how to develop expository writing. Moreover, M.6 students will have to compose expository writing when writing essays and academic writing in the near future. As Arena's findings (1975) suggest, the ability of the university-level ESL students to write in the expository mode is a major cause of failure in their academic programs. This supports the need of expository writing instruction.

3. Since the controlled writing test correlated more highly with the Cambridge Test in every aspect than the free writing test, this implies that this type of test might replace the standardized test when any standardized writing test which is similar to Cambridge test is not available. However, the controlled writing test requires more time and the training of raters.

Recommendations for Further Studies

1. Replication of this study should be conducted with a larger group of students and with students of different levels to ascertain whether the results can be generalized.
2. Replication of this study should be conducted in writing courses where revision, drafting or peer feedback are available to see whether or not the results are confirmed.
3. It is suggested that students should be grouped according to their proficiency level to find out if their proficiency level in a high group is different from that in a low group in every aspect of controlled and free writing.
4. The use of ESL Composition Profile should be applied in research on other types of writing.
5. The predictive validity of controlled and free expository writing to enhance academic success should be further examined.

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Focus of Instruction: Free Writing

Mean Effect Size = .16; $H = 27.25$

Treatment	Grade	Duration in weeks	n		η^2	$\sigma^2(\eta)^b$	η_{in}^c	H_{in}^d	η	
			Exper.	Control					Exper.	Control
Adams 1971	12	18	70	65	.56	.031	.14	21.87	.00	-.56
Alloway, et al. 1979	7-12	36	105	120	.39	.018	.14	24.16	.25	-.07
Davis 1979	13	16	100	202	.00	.015	.18	25.36	.30	.30
Canong 1975	9	8	77	58	.06	.030	.17	26.90	.27	.23
Gauntlett 1978	10-12	16	420	371	.05	.005	.20	24.03	.09*	.05*
Olson and DiStefano 1980	7-9	36	195	195	.40	.011	.13	21.06	.53	.10
Wagner, Zernelman, and Malone-Trout 1981	1-12	24	585	294	.19	.005	.15	27.03	.31	.14
Walker 1974	13	16	41	36	-.27	.053	.17	23.63	-.34	-.10
Wienke 1981	6	32	85	72	.26	.026	.15	25.65	.62	.25
Witte and Faigley 1981b	13	16	252	108	-.07	.013	.18	22.80	.35	.42

^a η = effect size^b $\sigma^2(\eta)$ = variance of the effect size^c η_{in} = mean effect size with particular treatment removed^d H_{in} = homogeneity with particular treatment removed^eBased on pooled standard deviation of posttests.

(In Hillocke, G., Jr. 1986:212)



APPENDIX B

MARK SHEET

M.6 TRIAL TEST, JANUARY 1990

NAME OF SCHOOL : SATRI WITHAYA SCHOOL, PROVINCE : BANGKOK

Seat No.	Student ID.	NAME OF STUDENT		'89 Semester 1		Read	Write	Listen
				Total marks:150	Grade			
1	23749	PRAPASIRI	PISITSUNGEAKARN	114	3	21.5	21	17
2	23750	KAMMALA	PISITSUNGEAKARN	101	2	22	18	16.5
3	23757	SUCHEERA	SUVEERANONT	128	4	23.5	17.5	21.5
4	23776	APANTRIE	TRATNARTNE	101	2	22	19.5	17.5
5	23784	SUDAPORN	PAPORNCHAI	88	1	18	19	17
6	23787	SUNANTA	THANAT	81	1	17.5	14.5	14
7	23819	NAWARACHT	CHAWANTCHAYANONT	109	3	17.5	20.5	18
8	23822	MANITA	KHEETHONG	107	3	22.5	18.5	16
9	23828	PIRUM	VANITCHAPONGSA	103	2	22.5	18.5	12.5
10	23829	THANAPORN	UNCHPHAKORN	94	2	17.5	16	14.5
11	23863	TIPAYAPORN	CHAROENSRI	98	2	22	17.5	11
12	23884	SUCHADA	CHOWWAPANUN	91	2	22.5	17.5	11.5
13	23893	SARANYA	SANGHIRAN	125	4	24	21.5	20
14	23902	WORAPHAN	SUPADIT	97	2	21	17.5	17
15	23926	UMPORN	KAMPITAKS	113	3	21.5	19	14.5
16	23935	RAVIVAN	PONSOONGSAK	105	3	19	16.5	15
17	23942	JITTIMA	THONGCHAIYONG	124	4	23	20	17
18	23999	PANNEE	TIRASIRIKUN	129	4	23.5	21	21
19	24001	JARAMPORN	HANPOL	133	4	23	23	20
20	24026	WALUKA	PANTO	119	3	22.5	23	20.5
21	24050	SARUNYA	RUJIVANAROM	112	3	20.5	19	19.5
22	24091	CHUTIMA	ROAKPANEE	113	3	21	21.5	16.5
23	24095	WORAPAT	TOSSANAITHADA	95	2	18.5	19	14

Seat No.	Student ID.	NAME OF STUDENT	'89 Semester 1		Read	Write	Listen
			Total marks:150	Grade	25	25	25
24	24123	NAPAPORN JEATANATTANA	121	4	22	20.5	16
25	24125	CHONTHICHA POONWITATCHIGAN	118	3	23.5	20	19
26	24167	NUTTANART MUANSUNAN	119	3	24	24	20.5
27	24223	WASANATTEE NGERNWIJIT	84	1	20	16.5	14
28	24233	DARA KHANTIGUL	117	3	20.5	17	20.5
29	24247	PAJAREE WESSABOOT	104	2	21	16	16
30	24251	WACHIRAPORN PRASONGKIT	93	2	21.5	18.5	12
31	24342	DARUNEE TAJCHAKAVIT	91	2	19.5	19	14
32	24350	PRITCHUDA KONGSIWAN	123	4	22.5	21.5	21

CANDIDATE NUMBER

--	--	--	--	--	--	--	--	--	--

83

โรงเรียน เลขประจำตัว เลขที่นั่งสอบ.....

SCHOOL

ชื่อ

NAME

M6 Trial English Test

Part 1 Reading and Writing

1989

เวลาสอบ 1 ชั่วโมง 30 นาที

ให้นักเรียนเขียนคำตอบลงในข้อสอบนี้ทุกข้อ

กรุณาส่งข้อสอบหัตถษการเขียนคืนโครงการขยายผลฯ สามแสน

READING

Question 1 จงเรียงลำดับวิธีการใช้โทรศัพท์ โดยเขียนตัวอักษรลงในช่องว่าง
ใต้ทำข้อสุดท้ายไว้ให้แล้ว

How To Use This Telephone

- A Then listen for dialling tone.
- B While you are speaking, you will hear the warning tone, if you need more money.
- C First pick up the telephone and put your money in the slot.
- D If nobody answers, your money will be returned.
- E Put in more money as soon as you hear this tone.
- F When you hear the dialling tone, dial the number.

[1] []

[2] []

[3] []

[4] []

[5] []

[6] [D]

Question 2 จงอ่านบทความต่อไปนี้ แล้วเลือกคำตอบที่ถูกต้อง
โดยวงกลมรอบตัวอักษร A ,B,Cหรือ D

Example: He wants you to (1)..... him the reason.

A speak **B** tell C say D talk

NANTIDA

Beautiful, and talented. These two words describe one of Thailand's most popular singers: Nantida Keawbuasi. (1).....she won the 1978 Asia Singers Festival Song Competition in Hong Kong, Nantida has (2)..... famous all over Asia.

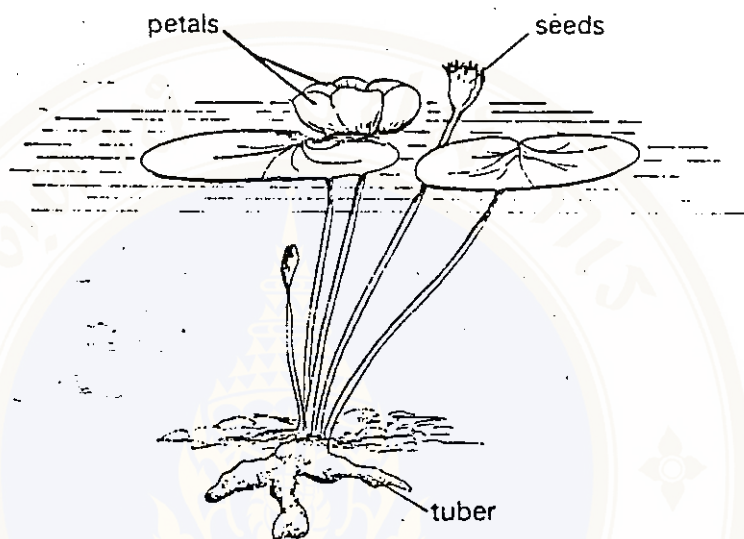
Nantida started singing for her family (3)..... she was 6 years old. Her father, (4)..... loved music, sent her for piano lessons (5)..... the age of eleven, and she has also studied dancing.

Nantida wants tourists to have a (6)..... picture of Thailand and Thai people. "It's unfortunate (7)..... many people who come here, don't know the real Thailand," she says. "We want tourists to (8)..... that religion is an important part of our culture. Tourists should visit the wats and talk to the monks who live there (9)..... in that way they will get to know 10..... better."

- | | | | | |
|----|----------|--------------|-----------|-------------|
| 1 | A until | B- when | C since | D before |
| 2 | A seemed | B taken | C looked | D become |
| 3 | A when | B so | C as | D because |
| 4 | A which | B the | C who | D whose |
| 5 | A to | B by | C at | D in |
| 6 | A false | B true | C strange | D bad |
| 7 | A so | B what | C that | D therefore |
| 8 | A say | B understand | C imagine | D seem |
| 9 | A and | B but | C so | D or |
| 10 | A you | B her | C us | D him |

Question 3 จงอ่านบทความต่อไปนี้ แล้วเขียนเติมลงในตารางที่กำหนดให้

The Lotus



"A pond without a floating lotus or water lily is like a house without a woman."

In Thailand and throughout Asia, the lotus is a very important plant. The lotus can grow and spread easily, and for this reason, in Japan, it is used as the symbol (*ดอกบัว*) of a good farm crop. Even today, the Japanese believe that eating the lotus tuber (see diagram) will increase the amount of crops they can grow. In India, it is a symbol of wealth, because people make a lot of money selling it, and in Egypt, it is a symbol for the sun, because it opens in the early morning and hides its flowers at night.

The Chinese use the young seed to reduce high fever and to help people with cholera (*อหิวาตกโรค*). Malays use the petals for people with syphilis. In Java, lotus petals are used for stomach problems. India, as well as Kampuchea and the Philippines, use lotus petals for fever. Dried lotus petals are used by the Thais to put around cigarettes, and before there were plastic bags, its leaves were used to wrap food.

Thai villagers who live along the "klongs" throughout Thailand, can get extra money from growing lotus and the price never goes down.

The Lotus

COUNTRY	SYMBOL	REASON
Japan	good farm crop	1.....
Egypt	2..... opens in the early morning hides its flowers at night
3.....	wealth	4.....

COUNTRY	PARTS OF LOTUS	USES
China	5.....	reduce high fever/cholera
6.....	petals	syphilis
India, Kampuchea, Philippines	7.....	fever
8.....	9.....	cigarettes
Thailand	leaves	10.....

Question 4

สมมติว่านักเรียนจะพานักท่องเที่ยวไปเที่ยวกรุงเทพฯ ให้นักเรียนอ่านเอกสาร
การท่องเที่ยว ถ้าข้อใดถูกต้องให้ทำเครื่องหมาย X ในช่องได้ YES ถ้าข้อใด
ผิดให้ทำเครื่องหมาย X ในช่องได้ NO

- | | Yes | No |
|---|--------------------------|--------------------------|
| 1 The National Museum is not open on Friday. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The Emerald Buddha can be visited daily
from 8.30 a.m. to 3.30 p.m. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 The Reclining Buddha is quite close to the
Grand Palace. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 You can see Thai and Indonesian Art at the
National Arts Gallery. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 It would be a good idea to combine a shopping
trip with a visit to Wat Bavornives. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 The Golden Buddha weighs six tons. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 The Golden Mount is situated in the centre of
Bangkok. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 The Marble Temple is open all day. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 You can check the programme at the National
Theatre any day of the week. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 The biggest Buddha image in Thailand is at Wat
Arun. | <input type="checkbox"/> | <input type="checkbox"/> |

Attractions in Bangkok

The Grand Palace and Wat Phra Kaeo are Bangkok's most prominent landmarks, which should not be left out of a foreign visitors' itinerary. The huge complex near Sanam Luang, surrounded by high white walls, occupies an area of about a square mile. The grand palace consists of several buildings with highly decorated architectural details while Wat Phra Kaeo houses the Emerald Buddha, the most sacred Buddha image in Thailand. The complex is open daily from 8.30-11.30 am and 1.00-3.30 pm.

The National Museum is in walking distance of the Grand Palace. It is one of the largest and most comprehensive museums in Southeast Asia. It houses a vast treasure of artifacts ranging from neolithic times to the present Bangkok period. The museum is open every day from 9 am to 4 pm, except Mondays and Fridays.

The National Theatre is next to the National Museum. Thai classical dramas and other types of international dramatic arts are regularly staged here. Current programmes can be checked with the theatre between 8 am and 4.30 pm on weekdays. Tel: 224-1342.

The National Arts Gallery is on Chao Fa Road opposite the National Theatre. It exhibits traditional and contemporary works of art by Thai artists. It is open to the public every day from 9 am to 4 pm, except Mondays and Fridays.

Wat Po, an ancient temple located next to the Grand Palace, was built by King Rama 1, two centuries ago. The most extraordinary attraction of Wat Po is the gigantic Reclining Buddha measuring 49 metres in length.

Wat Arun (Temple of Dawn) is located on the West bank of the Chao Phra River. The temple is best known for its 81 metre high riverside *prang*, studded with colourful ceramic tiles, porcelain and ornate sculptures. Visitors can climb up one of the four staircases leading to about half way up this towering structure and get a breathtaking view of the Chao Phra River.

Wat Traimit is at the end of Yaowaraj Road. It is a Buddhist temple renowned for its Golden Buddha. The image, made of approximately 75% gold, is three metres high and weighs five and a half tons. The biggest golden Buddha image that still survives to the present day, is believed to have been built in the Sukhotai period about 700 years ago. The building, which houses the Golden Buddha, is open daily from 9 am to 5 pm.


Wat Benchamabophit (The Marble Temple), located on Sri Ayutthaya Road near Chitlada Palace, houses the main chapel which is hailed by art historians as one of Thailand's finest religious structures. Prince Narisra Nuwatiwong designed this elegant building, whose walls are made of Carrara marble. A large collection of bronze Buddha images lines the walls of the spacious inner courtyard. The main chapel is open to visitors daily from morning till 5 pm.

Wat Sakhet (The Golden Mount) is a man-made mountain topped by a golden *chedi*. It is an unusual landmark located right in the heart of Bangkok. Visitors can climb up the winding stairway that leads up to the mountain-top *chedi*, which houses the relics of the Lord Buddha, and enjoy a panoramic view of Bangkok.

Wat Bavornives is an ancient temple located next to the busy shopping area of Banglampoo. Its compound features an array of typical Thai, Chinese and Western architectures. The main chapel houses murals painted by Krua in Krong, one of Thailand's most prominent muralists, who lived in the reign of King Rama 1V.

Question 5 จงอ่านบทความต่อไปนี้ แล้วตอบคำถาม

Student Weekly recently interviewed school pupils to get their ideas about school buses. Here are the ideas of one student.



Kanchana Pooltawee, M1, 11

"IN my opinion, school buses are needed for P1 to M3 students because they are still young and they need special care. Those from well-to-do families with private cars can go to their school comfortably. Those who are not, have to go to school by bus. I often see parents accompanying their children on the bus and sometimes children have to commute alone because their parents are busy with their work.

"Buses today are not in good condition and accidents can happen at any time. I know it's a dream of many young students to ride on school buses, but very few schools can afford to buy them. If any student comes to our school by private car, she should use the 'car pool' system so that it can help save petrol and reduce the number of cars on the street.

"Usually I take a bus to school. Although it takes me 40 minutes to arrive at my school, I'm happy because somebody always gives me a seat. This shows good spirit and I do appreciate it."

1. This is from
- a letter.
 - a book.
 - a newspaper.
 - a student's notebook.

2 What is the writer trying to do?

To write in an amusing way.

To advertise something.

To complain.

To present an opinion.

3 The writer thinks that the main problem about school buses is that

.....
.....

4 What two advantages does the writer feel a 'car pool' system would offer?

1.....
.....

2.....
.....

5 Underline the sentence in the article which shows that Konchana can accept difficulty with a smile. Do this carefully and underline the whole sentence.

WRITING

Question 6 ให้มีกร เรียบๆ เขียน เติมประโยคให้สมบูรณ์ โดยให้มีความหมายเหมือนประโยคเดิม
ของแต่ละข้อ

Example: This hotel has very comfortable rooms.

The rooms *in this hotel are very comfortable.*

1. Each room has a private bathroom.

There

2. Telephone calls can be made from your room.

You

3. It isn't necessary to go out of your room if you want tea or coffee.

You don't

4. The price is 800 Baht per person.

It.....

5. Tax is included in the bill.

The bill.....

Question 7 สมมติว่านักเรียนกำลังจะสมัคร เรียนวิชาภาษาอังกฤษที่โรงเรียนสอนภาษา
 แห่งหนึ่งในกรุงเทพฯ ให้นักเรียนกรอกใบสมัครบอกรายละเอียดเกี่ยวกับ
 ตัวนักเรียนเอง

INTERNATIONAL LANGUAGE INSTITUTE
 620, PLOENCHIT ROAD,
 BANGKOK

APPLICATION FOR ENGLISH COURSES

Full Name:(state Mr/Mrs/Miss)

Address:

Date of Birth: Nationality:

Occupation:

What do you need English for?

What do you think are your main problems in English?

Signature:..... Date

Cambridge -Piset
MC Trial English Test 1989

Answers and Mark Scheme

Part 1 Reading and Writing (50 marks)

Question 1 (5 marks)

1. C 2. A 3. F 4. B 5. E [1 mark each]

Question 2 (5 marks)

1. C 2. D 3. A 4. C 5. C
6. B 7. C 8. B 9. A 10. C [$\frac{1}{2}$ mark each]

Question 3 (5 marks - $\frac{1}{2}$ mark each)

1. can grow and spread easily
2. sun
3. India
4. people make a lot of money selling it.
5. (young) seed.
6. Malaysia
7. (lotus) petals
8. Thailand
9. (dried) (lotus) petals
10. wrap food

Question 4 (5 marks)

1. yes 2. no 3. yes 4. no 5. yes
6. no 7. yes 8. yes 9. no 10. no [$\frac{1}{2}$ mark each]

Question 5 (5 marks)

1. a newspaper [½ mark]
2. to present an opinion [½ mark]
3. schools can't afford them [1 mark]
4. save petrol [1 mark]
reduce cars [1 mark]
5. Althoughgives me a soat.... [1 mark]

TOTAL MARKS 25

Question 6 (5 marks)

1. There is a private bathroom in each/every room/all (the) rooms.
There are private bathrooms in each/every room/all (the) rooms.
2. You can telephone/make a (telephone/phone) call/call/phone from your room.
3. You don't have to/need to go out of your room/if you want tea or coffee/for tea and coffee.
4. It costs 800 Baht per person.
5. The bill includes tax.

(1 mark per answer. Half marks if answer contains a small grammar mistake.)

Question 7 (10 marks)**Task Achievement**

This form should present few difficulties. Give credit for full and reasonably accurate answers to last part. Accept any coherent reason, however far fetched.
(5 marks)

Language

- Mr/Miss should be stated.
- candidates should use correct nationality word, not name country.
- occupation may be 'none,' 'school student' etc.
- names of languages and months should be correctly spelt. If not, take off $\frac{1}{2}$ mark per spelling. Ignore all other spelling mistakes.
- answers need not be full sentences.

(5 marks)

Question 8 (10 marks)**Task Achievement**

Credit attempts to present information interestingly rather than merely listing. Also credit attempts to relate answer to information given in advertisement.

(5 marks)

Language

Credit variety of structure, especially tenses, and organisation of information. Credit breadth of vocabulary. Credit suitable conclusion (eg. I hope you will write soon).

(5 marks)

TOTAL MARKS 25

Listening

Question 9 (7 marks) (Diagrams labelled across like this) A B
C D

1. D 2. B 3. A 4. C 5. A

6. B 7. B (1 mark each)

Question 10 (6 marks)

1. C 2. B 3. D 4. C 5. C

6. C (1 mark each)

Question 11 (7 marks)

1. B watch (sport on TV) (2 marks)
C machines/ life has changed (2 marks if either answer given)

2. 2 (hrs) 1 (times per week)
20 (mins) 3
30 (mins) 7/everyday (1/2 mark each answer)

Question 12 (5 marks)

1. no 2. no 3. yes 4. no 5. yes
(5 marks)

TOTAL MARKS 25

FINAL TOTAL 75



APPENDIX C

COMPARISON OF MEANS AND STANDARD DEVIATIONS
ON THE ESL COMPOSITION PROFILE,
THE MICHIGAN BATTERY AND THE TOEFL*

Proficiency Test	Number	Mean	S.D.
ESL COMPOSITION PROFILE	599	69	12.2
Michigan Battery ^a	599	73	13.3
Michigan Aural (Equated)	599	76	16.5
Michigan ELP (Total, Equated)	599	74	16.2
ELP Grammar ^b	599	63%	0.2%
ELP Vocabulary ^c	599	58%	0.2%
ELP Reading ^d	599	64%	0.2%
TOEFL (Total)	327	528	74.1
Listening	327	55	7.0
Structure/Writing	327	52	8.3
Reading/Vocabulary	327	53	8.5

*Based on entering students tested at Texas A&M University between January 1978 and September 1979.

^aThis test includes the *Michigan Test of Aural Comprehension* and the *Michigan Test of English Language Proficiency*, both developed by the English Language Institute, University of Michigan. It also includes a 30-minute impromptu composition. The Battery score is an average of the three subtest scores.

^bDerived from percent of items correct on the 40-item grammar section.

^cDerived from percent of items correct on the 40-item vocabulary section.

^dDerived from percent of items correct on the 20-item reading section.

The logo of Mahidol University is a large, faint watermark in the background. It is circular and contains the Thai text 'มหาวิทยาลัยมหิดล' (Mahidol University) around the perimeter. In the center, there is a smaller emblem featuring a crown and a book, with the Thai text 'อุบงกุณ' (Ubonkun) above it.

APPENDIX D

Sample Answer Sheets

- a. Good Students' Compositions
 - Controlled Writing I
 - Free Writing I
- b. Poor Students' Compositions
 - Controlled Writing II
 - Free Writing II

GOOD STUDENT'S COMPOSITION

CONTROLLED WRITING I

There are three disadvantages of bus-travel: slowness, discomfort, thrill. In my opinion, the slowness of bus travel isn't its fault only because the bus drivers are usually drive so fast, but the traffic jam is very hard because of too many vehicles, millions of cars and buses. Whenever I'm in a hurry, the traffic jam usually hold me up. So, instead of disregarding the slowness of bus-travel, I anti the very hard traffic jams as much as the discomfort on the bus-travel. There is only a few seat for hundreds of people, so many of them must stand along their ways home.

I think it would be better if our government change the bodies and sizes of the bus travel, maybe 2 classes or 3 classes, or construct more roads. Moreover, they should teach the drivers and conductors to be more politely to service all people who use the bus-travel. It is very thrill for me to go on the bus that the driver and conductor threaten me either by their manners or by their ways they speak.

The important thing for me that thrill me always is, the drivers always don't obey the rules such as the over speed limit, cutting in the line etc. It's so dangerous. I may be die if they don't obey the rules so please don't kill me and I won't be thrilled any more.

วิภาดา

วิภาดา

21.6.15

12:11:10

ESL COMPOSITION PROFILE

STUDENT

13

DATE

TOPIC

C. W. I

SCORE	LEVEL	CRITERIA	COMMENTS
18	30-27	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic	
	26-22	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
	21-17	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
	16-13	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	
12	20-18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive	
	17-14	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing	
	13-10	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development	
	9-7	VERY POOR: does not communicate • no organization • OR not enough to evaluate	
14	20-18	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register	
	17-14	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>	
	13-10	FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i>	
	9-7	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
17	25-22	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
	21-18	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>	
	17-11	FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • <i>meaning confused or obscured</i>	
	10-5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
4	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>	
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>	
	2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	

TOTAL SCORE

67

READER

COMMENTS

ESL COMPOSITION PROFILE *C. W. I.*

STUDENT 13

DATE

TOPIC

	SCORE	LEVEL	CRITERIA	COMMENTS
CONTENT 18	30-27		EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic	
	26-22		GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
	21-17		FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
	16-13		VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	
ORGANIZATION 15	20-18		EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive	
	17-14		GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing	
	13-10		FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development	
	9-7		VERY POOR: does not communicate • no organization • OR not enough to evaluate	
VOCABULARY 12	20-18		EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register	
	17-14		GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>	
	13-10		FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i>	
	9-7		VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
LANGUAGE USE 13	25-22		EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
	21-18		GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>	
	17-11		FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • <i>meaning confused or obscured</i>	
	10-5		VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
MECHANICS 3	5		EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	
	4		GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>	
	3		FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>	
	2		VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	

TOTAL SCORE READER COMMENTS

61

ESL COMPOSITION PROFILE

STUDENT

13

DATE

TOPIC

C. W. I.

	SCORE	LEVEL	CRITERIA	COMMENTS
CONTENT	30-27		EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic	
	26-22		GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
	21-17		FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	19
	16-13		VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	
ORGANIZATION	20-18		EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive	
	17-14		GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing	
	13-10		FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development	15
	9-7		VERY POOR: does not communicate • no organization • OR not enough to evaluate	
VOCABULARY	20-18		EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register	
	17-14		GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>	
	13-10		FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i>	10
	9-7		VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
LANGUAGE USE	25-22		EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
	21-18		GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>	
	17-11		FAIR TO POOR: <u>major problems in simple/complex constructions</u> • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • <i>meaning confused or obscured</i>	11
	10-5		VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
MECHANICS	5		EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	
	4		GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>	
	3		FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>	3
	2		VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	
TOTAL SCORE		READER	COMMENTS	58

FREE WRITING I

Having Pen-Pals

Having many friends from many countries is interesting for me. Because I think that each country has its culture, custom, language and religion. However, travelling abroad pays lots of money so I can't afford by myself and so do my mom and dad.

Then the only way I can do is sitting at home and writing letters to my pen-pals. At this time, I have my pen-pals in 20 countries such as Italy, Belgium, Denmark, Germany, Austria, Japan, Egypt, Guyana, New Zealand, Canada etc. In my opinion, when we understand the background of other people, we will be sympathetic each other and this small world will have more peace and harmony.

Moreover I can show them how great and fantastic Thailand is. For example, one of my pen-pals, Belgium, she came to Thailand and we met at Bang-Pa-In. She said "It's very terrific" "I have never seen just like this before." I was very proud of it. Perhaps this is the main reason why I like to have many pen-pals. Would you like to be one of my pen-pals?

หน้า ๑๑ หน้า ๑๒
๑๑.๑๖ หน้า ๑๒

ESL COMPOSITION PROFILE

STUDENT

13

DATE

TOPIC

Free Writing I

	SCORE	LEVEL	CRITERIA	COMMENTS
CONTENT 25	30-27		EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic	
	26-22		GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
	21-17		FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
	16-13		VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	
ORGANIZATION 18	20-18		EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive	
	17-14		GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing	
	13-10		FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development	
	9-7		VERY POOR: does not communicate • no organization • OR not enough to evaluate	
VOCABULARY 17	20-18		EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register	
	17-14		GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>	
	13-10		FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i>	
	9-7		VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
LANGUAGE USE 20	25-22		EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
	21-18		GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>	
	17-11		FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • <i>meaning confused or obscured</i>	
	10-5		VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
MECHANICS 4	5		EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	
	4		GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>	
	3		FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>	
	2		VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	
TOTAL SCORE	84	READER	COMMENTS	

ESL COMPOSITION PROFILE

STUDENT 13

DATE

TOPIC F.W.I

	SCORE	LEVEL	CRITERIA	COMMENTS
CONTENT	28	30-27	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic	
		26-22	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
		21-17	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
		16-13	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	
ORGANIZATION	19	20-18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive	
		17-14	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing	
		13-10	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development	
		9-7	VERY POOR: does not communicate • no organization • OR not enough to evaluate	
VOCABULARY	17	20-18	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register	
		17-14	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>	
		13-10	FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i>	
		9-7	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
LANGUAGE USE	23	25-22	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
		21-18	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>	
		17-11	FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • <i>meaning confused or obscured</i>	
		10-5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
MECHANICS	17	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	
		4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>	
		3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>	
		2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	

TOTAL SCORE 91 READER COMMENTS

ESL COMPOSITION PROFILE

STUDENT

13

DATE

TOPIC

F.W.I.

	SCORE	LEVEL	CRITERIA	COMMENTS
CONTENT	30-27		EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic	
	26-22		GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	24
	21-17		FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
	16-13		VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	
ORGANIZATION	20-18		EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/supported • succinct • well-organized • logical sequencing • cohesive	
	17-14		GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing	18
	13-10		FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development	
	9-7		VERY POOR: does not communicate • no organization • OR not enough to evaluate	
VOCABULARY	20-18		EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register	
	17-14		GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>	15
	13-10		FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i>	
	9-7		VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
LANGUAGE USE	25-22		EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
	21-18		GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>	18
	17-11		FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • <i>meaning confused or obscured</i>	
	10-5		VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
MECHANICS	5		EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	
	4		GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>	5
	3		FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>	
	2		VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	

TOTAL SCORE READER COMMENTS

80

POOR STUDENT'S COMPOSITION

CONTROLLED WRITING II

If you were a national leader, what suggestion would you make to solve the pollution problems in Bangkok?

Problems of the pollution in Bangkok are importance. Because it's dangerous with a man who live in big city. They are annoyed. Moreover the weather of Bangkok is very hot. The cause of both, a man can't work comfortable.

We can solve this problems. Firstly, the government should have strong law. A cars have a lot of smoke, it aren't allowed to move. And people ought to do thing in law. Secondly the police must work hard. They will take care of traffic. Thirdly we will be plant a lot of tree, example, at the side road, national park or in our house.

If problems are solved that we must help everybody.

วิมล นิลสุวรรณ

21 6.15 No 9

ESL COMPOSITION PROFILE

STUDENT 9

DATE _____

TOPIC C, W II

	SCORE	LEVEL	CRITERIA	COMMENTS
CONTENT	30-27	EXCELLENT TO VERY GOOD	knowledgeable • substantive • thorough development of thesis • relevant to assigned topic	
	26-22	GOOD TO AVERAGE	some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
	21-17	FAIR TO POOR	limited knowledge of subject • little substance • inadequate development of topic	
	16-13	VERY POOR	does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD	fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive	
	17-14	GOOD TO AVERAGE	somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing	
	13-10	FAIR TO POOR	non-fluent • ideas confused or disconnected • lacks logical sequencing and development	
	9-7	VERY POOR	does not communicate • no organization • OR not enough to evaluate	
VOCABULARY	20-18	EXCELLENT TO VERY GOOD	sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register	
	17-14	GOOD TO AVERAGE	adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>	
	13-10	FAIR TO POOR	limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i>	
	9-7	VERY POOR	essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD	effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
	21-18	GOOD TO AVERAGE	effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>	
	17-11	FAIR TO POOR	major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • <i>meaning confused or obscured</i>	
	10-5	VERY POOR	virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
MECHANICS	5	EXCELLENT TO VERY GOOD	demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	
	4	GOOD TO AVERAGE	occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>	
	3	FAIR TO POOR	frequent errors of spelling, punctuation, capitalization, paragraphing • <i>poor handwriting • meaning confused or obscured</i>	
	2	VERY POOR	no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	

TOTAL SCORE READER COMMENTS

57

ESL COMPOSITION PROFILE

STUDENT 9

DATE

TOPIC C. W. II

	SCORE	LEVEL	CRITERIA	COMMENTS
CONTENT		30-27	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic	
		26-22	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
	18	21-17	FAIR TO POOR: limited knowledge of subject • <u>little substance</u> • <u>inadequate development of topic</u>	
		16-13	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	
ORGANIZATION		20-18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive	
		17-14	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing	
	13	13-10	FAIR TO POOR: <u>non-fluent</u> • <u>ideas confused or disconnected</u> • lacks logical sequencing and development	
		9-7	VERY POOR: does not communicate • no organization • OR not enough to evaluate	
VOCABULARY		20-18	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register	
		17-14	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>	
	13	13-10	FAIR TO POOR: <u>limited range</u> • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i>	
		9-7	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
LANGUAGE USE		25-22	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
		21-18	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>	
	12	17-11	FAIR TO POOR: <u>major problems in simple/complex constructions</u> • frequent errors of <u>negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions</u> • <i>meaning confused or obscured</i>	
		10-5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
MECHANICS		5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	
		4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>	
	3	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>	
		2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	

TOTAL SCORE READER COMMENTS

59

ESL COMPOSITION PROFILE

STUDENT 9

DATE

TOPIC C.W. II

SCORE	LEVEL	CRITERIA	COMMENTS
16	CONTENT	30-27 EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic	
		26-22 GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
		21-17 FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
		16-13 VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	
9	ORGANIZATION	20-18 EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive	
		17-14 GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing	
		13-10 FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development	
		9-7 VERY POOR: does not communicate • no organization • OR not enough to evaluate	
10	VOCABULARY	20-18 EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register	
		17-14 GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>	
		13-10 FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i>	
		9-7 VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
6	LANGUAGE USE	25-22 EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
		21-18 GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>	
		17-11 FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • <i>meaning confused or obscured</i>	
		10-5 VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
2	MECHANICS	5 EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	
		4 GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>	
		3 FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • <i>poor handwriting • meaning confused or obscured</i>	
		2 VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	

TOTAL SCORE READER COMMENTS

43

POOR STUDENT'S COMPOSITION

FREE WRITING II

Write a good paragraph about 120-150 words giving suggestion or ideas on any topics you prefer.

Problem

Nowaday in a big city for example Bangkok will have a lot of people. There are both in Bangkok a long time and move from other place. They want to find a job or to study. But there are problems. Sometime they haven't job and money have been paid. They haven't money for bringing up life themselves. We'll see "slum" in Bangkok. We can solve problem.

Firstly the government should adjust school and studying in urban. Secondly we do spread progress and comfortable into urban. When they can find a job and a good school. They haven't to come into a big city. Thirdly they should know about something's based in big city. Finally, the government ought to construc feeling love a place which they live a long time.

If the government can solve this problem. They country can be developed.

Min. 2015
2015 2019

ESL COMPOSITION PROFILE

115

STUDENT 9

DATE _____

TOPIC F. W. I

	SCORE	LEVEL	CRITERIA	COMMENTS
CONTENT		30-27	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic	
	2	26-22	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
		21-17	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
		16-13	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	
ORGANIZATION		20-18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive	
	14	17-14	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing	
		13-10	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development	
		9-7	VERY POOR: does not communicate • no organization • OR not enough to evaluate	
VOCABULARY		20-18	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register	
	14	17-14	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>	
		13-10	FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i>	
		9-7	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
LANGUAGE USE		25-22	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
	12	21-18	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>	
		17-11	FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • <i>meaning confused or obscured</i>	
		10-5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
MECHANICS		5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	
	2	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>	
		3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>	
		2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	
	63			
TOTAL SCORE	READER	COMMENTS		

ESL COMPOSITION PROFILE

STUDENT 9

DATE

TOPIC F.W. II

	SCORE	LEVEL	CRITERIA	COMMENTS
CONTENT	30-27		EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic	
	26-22		GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
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ORGANIZATION	20-18		EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive	
	17-14		GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing	
	13-10		FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development	
	9-7		VERY POOR: does not communicate • no organization • OR not enough to evaluate	
VOCABULARY	20-18		EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register	
	17-14		GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>	
	13-10		FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i>	
	9-7		VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
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	21-18		GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>	
	17-11		FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • <i>meaning confused or obscured</i>	
	10-5		VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
MECHANICS	5		EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	
	4		GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>	
	3		FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>	
	2		VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	
TOTAL SCORE	66	READER	COMMENTS	

66



ESL COMPOSITION PROFILE

STUDENT 9 DATE _____ TOPIC F.W. II

	SCORE	LEVEL	CRITERIA	COMMENTS
CONTENT	30-27		EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic	
	26-22		GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	22
	21-17		FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
	16-13		VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	
ORGANIZATION	20-18		EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive	
	17-14		GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing	14
	13-10		FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development	
	9-7		VERY POOR: does not communicate • no organization • OR not enough to evaluate	
VOCABULARY	20-18		EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register	
	17-14		GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>	10
	13-10		FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i>	
	9-7		VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
LANGUAGE USE	25-22		EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
	21-18		GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>	13
	17-11		FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • <i>meaning confused or obscured</i>	
	10-5		VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
MECHANICS	5		EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	
	4		GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>	3
	3		FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>	
	2		VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	

TOTAL SCORE _____ READER _____ COMMENTS 62