

AN ANALYSIS OF TRAINEE-TEACHER'S FEEDBACK
TO STUDENT'S WRITTEN GRAMMAR AT
ASSUMPTION UNIVERSITY

SIRIKARN KUYYGOSUY

A THESIS SUBMITTED
FOR THE DEGREE OF MASTER OF ARTS IN
ENGLISH LANGUAGE TEACHING
MA-ELT

GRADUATE SCHOOL OF ENGLISH (GSE)
ASSUMPTION UNIVERSITY
BANGKOK, THAILAND.

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Thesis Title An Analysis of Teacher Feedback on Student's
Written Grammar at Assumption University

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The Graduate School of Assumption University has approved this final report of the twelve-credit course, ET 7000 Thesis, submitted in partial fulfillment of the requirements for the degree of Master of Arts (ELT/ELL)

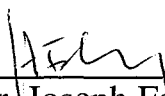
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PLAGIARISM STATEMENT

I certify that all the material in this study which is not my own work has been identified and acknowledge, and that no material is included for which a degree has already been conferred upon me.



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ABSTRACT

The study of feedback is an under-examined aspect of English Language Teaching. It is usually not given much emphasis in the literature as it is assumed that feedback is what teachers do when they mark or examine students. Most teachers only think of feedback as the result of evaluation, not as an integral part of the teaching-learning process. This study attempted to look at feedback in terms of how it is practiced in a teacher-training programme, as part of the practicum done by a group of student-teachers over a seven week period.

The research involved a small group of four student-teachers in a Master's level programme in the Graduate School of English at Assumption University. It collected data from the feedback given to the Basic English students taught by four students doing the practicum. This feedback was given in their students' journals, in interviews and in the mid-term examinations marked by the practicum teachers in order to find out how the feedback helped to improve the Basic English students' use of grammar and how the teaching of feedback could be improved in the Master's courses in future.

The results of the study indicated that the feedback given by the Practicum teachers was not consistent as the teachers had not been explicitly trained in giving feedback. While some teachers give explicit grammar feedback, other teachers do not. However, the students who received explicit grammar correction as part of the feedback did not improve more than students who did not receive such feedback. The data provided insights into what trainee-teachers might do in terms of feedback when they do not

think of feedback in an integrated way. While the Basic English students did improve in the use of grammar in their writing, there were many missed opportunities for reinforcing the role of grammar in their learning of English.

This study developed a check-list of indicators that could be used by teachers who want to improve their use of feedback in their teaching. The data produced by using this check-list allowed trainee-teachers to see where they could improve their use of feedback in their teaching.

The research suggests that this check-list could be beneficial for students doing the Practicum in future and that more explicit training in the use of feedback should be incorporated into the preparation of students for doing the Practicum.

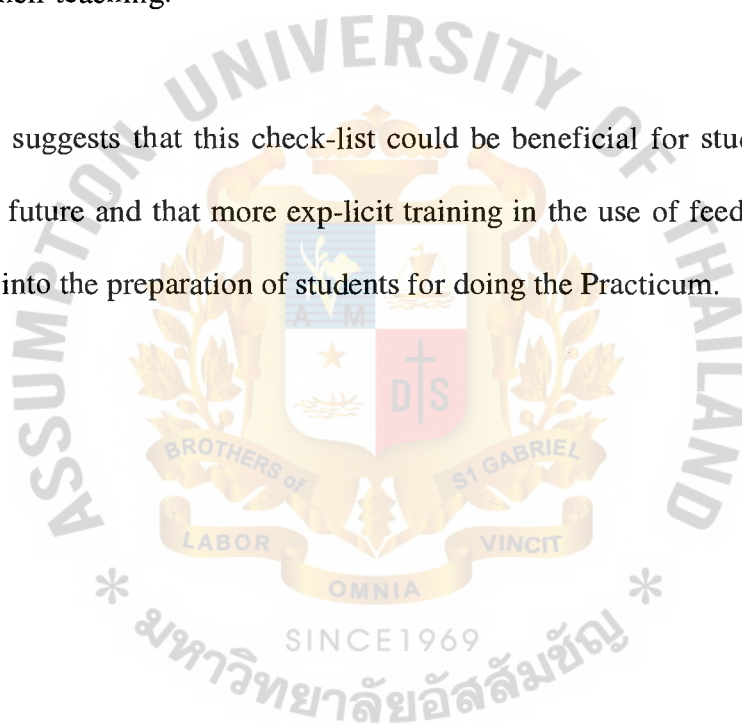


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Chapter One

Introduction

Introduction

This chapter introduces the rationale and background of the study. It then presents the objectives, the significance of the study, states the research questions, and defines lay terms. Finally, the outline of the thesis will be addressed.

1.1 Rationale

Feedback is important and necessary for the learning and teaching process. In students' written assignments, feedback generally comes in the form of a grade and less often, comments along the margin to provide the students with a better idea of the rationale behind acceptable and not so acceptable answers. However, it is recognized that teacher feedback is an integral input for teachers to realize how to measure students' understanding in grammar writing. Such input helps teachers to teach students to meet the objectives of each subject and to help students improve their writing through feedback.

In writing most students still make many mistakes; therefore, it is necessary for teachers to help students understand correctly through feedback. Feedback can have a positive or negative effect. Feedback ought to be positive; it should be helpful to students. In fact, many teachers give unhelpful feedback. When foreign-language students are often anxious about writing, they need to be encouraged to see it as a means of learning, rather than demonstrating learning. Teachers need to provide them with opportunities to respond to constructive feedback on their work. The crucial point is that the teacher's role in student writing does not show the process is not

given enough emphasis in the teacher-training process. The result is that too many newly graduated teachers do not understand or appreciate the role of giving feedback fully. Marking should always provide a platform from which students can reassess and redraft their work. Feedback must be interactive to be genuinely effective, and this requires teachers to find ways of correcting papers which both encourage students to think about what they have done and lead them to improve on it. Consequently, teachers have to consider constructive feedback as a way for students to improve. They should use it to discourage inappropriate, unproductive, undesirable behavior and to guide the individual toward effective behavior. Therefore, giving feedback is an important factor to encourage students to improve their writing.

However, giving feedback in writing seems to be a problem for trainee-teachers because these teachers may lack experience in giving effective feedback. When teachers checked students' written assignments, teachers often do not know to give helpful feedback. Consequently, practicum teachers have to realize of the way and to pay attention to giving feedback to support students' writing.

At Assumption University, the ABAC English syllabus demands a lot of writing from the students; therefore, teacher feedback is important to help students develop their grammatical competence. Importantly, this study will emphasize the ways that feedback is actually used as compared to what the literature recommends. In the Basic English course, the trainee-teachers must know the way in teaching of four skills; especially writing. More often teachers have to give the written assignments to students. As a result, helpful feedback on the written work plays an important role in helping practicum teachers to improve their writing skills.

1.2 Background

In class, there are several problems which arise in teaching. It is true that grammar is often boring in students' opinions. Most students feel so bored with remembering the rules of grammar usage on the blackboard. Although students would be able to recite the whole of the grammar structure, more often students would forget the grammar rules by the following day. What happens is that students cannot use grammar structure to improve their writing. In general, at the university level students are asked to write an essay, journal, story etc as homework or in a test; still, what students write needs coherent and detailed feedback from a teacher to help students understand how to improve their writing. As a result, teachers should pay attention to feedback on students' written work. Done correctly, good feedback can support students to improve their writing more quickly. When done poorly, teacher feedback actually makes the task of teaching harder. Thus, teachers should know their impact when teaching in order to develop themselves better by feedback usage. This way will help teachers measure themselves in teaching well.

Therefore, feedback is important and necessary for teachers to help them teach effectively. Consequently, teacher feedback is studied in this thesis because teachers who teach grammar, especially in the context of writing, should understand students' attitudes and needs. If teachers know the problems which occur for students, it is easier to solve them and to implement suitable and interesting approaches. Importantly, effective feedback will be the outcome for teachers and students in teaching and learning how to use grammar in their writing.

1.3 Objectives of the Study

The Objectives of the Study are as Follow;

1. To identify the nature of the problems which the university trainee-teachers encounter in giving grammar feedback
2. To see what methods are appropriate in giving feedback on writing at the university level
3. To investigate the current methods of trainee-teachers feedback on students' writing.

1.4 Significance of the Study

The purpose of the study is to develop teachers' effective use of feedback in the teaching-learning process. Teachers can monitor their grammar abilities from students' written work through feedback. Consequently, teacher's feedback plays an important role in helping students improve grammar; it will support teachers to know the correct ways to emphasize feedback on students' written assignments. When students receive helpful and useful feedback, students can develop their writing more quickly. Importantly, it means feedback which is given by teachers is useful to help students understand grammar better as a way of expressing their ideas and experience. When done well, feedback integrates all the skills of learning and provides scaffolding for the students' learning.

1.5 Research Questions

1. What types of feedback are used in teaching and evaluating writing in the Practicum course at Assumption University?
2. How can the use of feedback be improved in the MA-Practicum at Assumption University?

1.6 Definitions of the Terminology

For the purposes of the study, these terms are defined as follow:

► Grammar in Writing

Writing conforms to the conventions of English syntax and usage, generally, referred to as *grammar*. Grammar is indisputably an essential element of second language writing instruction, but the ways in which it is integrated with other components of learning have varied. (Frodesen and Holten: 2004)

► Feedback

Feedback is the process in which part of the output of a system is returned to its input in order to regulate its further output response to an inquiry or experiment. In cybernetics and control theory, **Feedback** is a process whereby some proportion of the output signal of a system is passed (fed back) to the input. Often this is done intentionally, in order to control the dynamic behaviors of the system. This process is applicable to the teacher-student relationship throughout the teaching-learning process. (<http://www.answers.com/topic/feedback>)

► Teacher Feedback

Teacher feedback on written work refers to “any procedures used to inform a learner whether an instructional response is right or wrong.” In addition, those feedbacks can help students revise and improve their composition. (Kepner: 1991)

► Grammar Correction

The error correction research in L2 writing was conclusive in demonstrating that grammar correction was ineffective in facilitating improvement in student writing.

(Truscott: 1999) In this thesis, correction is understood in the context of the wider communication network between the teacher and the student.

► Error Correction

The evidence is extremely unclear on what a teacher should correct at any one time, as “grammar instruction” as a variable can be hard to operationalize and measure. Any suggestions on this issue should be regarded as purely speculative as to written error correction (Doughty and William, 1998; Ellis, 1998; James, 1998). Error correction is often done by the teacher providing corrections for mistakes made by students. However, it is probably more effective for students to correct their own mistakes. In order to do this, students and the teacher should have a common shorthand for correcting mistakes.

► Oral Feedback in Writing

According to Cohen and Cavalcanti (1990), after the teacher hands back the compositions, the students were asked to react to the feedback by indicating their first impressions, their general understanding, and their attitudes. They are also asked to provide comments of a more general nature concerning their experience in the course. This allows teachers and students to gain a better understanding of what should be improved as a result of any particular learning activity.

► Process Writing and Product

Zamel (1983) investigated the degree to which ESL students experienced writing as a process of discovering and creating meaning and how writing in a second language affected this process. The process in this thesis refers to the communication between a teacher and a student on any given task in a course.

1.7 Organization of the Thesis

The thesis is organized into five chapters:

Chapter one is an introduction which provides an overview of the study with specific reference to the rationale and background, the objectives, the significance of the study, research questions, and the terms used in the study.

Chapter two reviews the relevant literature on the terms ‘written feedback’ with particular reference to teacher feedback on students’ writings.

Chapter three describes the steps followed in conducting the study and the types of data collected. It presents the background of the subjects used for the study, the instrument of the research and the procedure of data collection and analysis.

Chapter four presents and discusses the findings that arise from the study.

Chapter five summarizes the major findings of the study, discusses the main limitations of the study and offers some suggestions for further research.

Chapter Two

Literature Review

Introduction

The purpose of this chapter is to provide a brief overview of theoretical constructs of written feedback with particular reference to teacher feedback on students' writings.

2.1 What is Written Feedback?

Feedback is an important skill and a valuable part of any language course. It is a vital aspect of the teaching of writing. Importantly, the research shows it enables students to assess their performances, modify their behavior and transfer their understanding. Accordingly, in the context of writing there are several researchers who have discussed feedback.

For instance,

Sherman (1994:57) indicates that “feedback is a response or reaction from another person to something you do that can be used to support you assess and improve your performance in the future”.

Keh (1990:294) explains that “feedback is a fundamental element of a process approach to writing. It can be defined as input from a reader to a writer with the effect of providing information to the writer for revision”

According to Harmer (2004: 110), “feedback is responding to students' work at various stages of the writing process rather than assessing or evaluating”, He also stresses that the response should be helpful and not censorious.

Ur (1996) points out that feedback is information that is aimed at the learners' performance of the learning task, with the goal of improving their performance. That is, there are two main issues in giving feedback; assessment and correction. Assessment will be judged on the score while the correction is focused on the specific information on students' performance of a written task.

According to Hamp-Lyons and Heasley (1987:143), "the feedback on written work is an important role, both in motivating further learning, and ensuring that the learner's texts gradually come nearer and nearer to written fluency". As such it is a motivational strategy.

Sless (1992) defines feedback as information designed for "managing the relationship between the writer and student's task". It will be shown that such feedback is needed before making decisions about the content and presentation, as well as during the process of writing the draft.

Krashen and Terrell (1983) suggest that feedback originates in biology and refers to the message that comes back to an organism that has acted on its environment. This is important as it stresses the organic nature of feedback and sees the feedback process as a natural thing that improves or at last changes the body of a student's work.

Freedman (1987:5) claims a more exhaustive definition. She states that feedback "includes all reaction to writing, formal or informal, written or oral, from teacher or peer, to a draft or final version". In addition, she has described how effective teachers provide feedback primarily during the writing process.

2.2 What is Feedback on Grammar Feedback?

Feedback on grammar feedback is the response by students which indicates their correct understanding of the initial feedback. It is also the result of the use of written grammar by students. It can show students' improvement in grammatical accuracy when teachers provide feedback on grammar errors.

Grammar feedback often only consists of underlining all grammar errors (e.g., verb forms, tenses, articles, agreement). Therefore, students may only be told the location of their errors only and were not given information on the kinds of errors or shown the correct forms.

Feedback on grammar too often only depends on the grammar scores which were based upon the number of grammar errors (e.g., tense, case, agreement) occurring in each composition. That is to say, the number of errors in each composition and rewrite was counted, and each paper was assigned a grammar score; a small number of errors (a low numerical score) indicates good grammatical accuracy. This is a very traditional form of feedback which fails to recognize the organic relationship between grammar and writing.

Semke (1984) analyzes the effects of various methods of reacting to students' free writing journal assignments. Four experimental groups, each one receiving a different kind of feedback: 1) comments only, 2) corrections only, 3) corrections with comments and 4) errors signaled with a correction code for students to self-correct. The result points out that a positive and productive teacher-student relationship is fostered when teachers can get to know their students through their writing. She also notes that error correction is particularly effective when students ask for it.

Ferris and Helt (2000) found that feedback may improve students' progress in accuracy in five major error categories (verbs, noun endings, articles, word choice, and sentence structure) between the first and last essay assignments of the semester, so that feedback helps students reduce the total number of errors. They did not address the issue of how this works to improve the students' overall writing ability.

Fathman and Whalley (1990) found that students who received feedback on grammar and content simultaneously improved their written texts in both areas, while student who received feedback on content only actually made more errors in subsequent drafts.

Shih (1998) claims that adopting a hands-off approach to grammar editing often leaves students, especially those with the weakest overall language proficiency, with texts replete with language errors, errors they often lack the editing strategies or grammar knowledge to tackle. For this reason, the feedback system needs to be more supportive and to function as an on-going communication between teachers and students.

Beach (1979) shows that comments on a single dimension of content were effective and that such comments may be more helpful than ones that are verbose or scattered throughout the paper. The finding led to the suggestion that teachers should focus on content more than form and provide content feedback between initial and final drafts of papers.

Hedge (1988) points out that teachers can enter into writer-reader relationships with their students by responding to students' texts rather than simply assessing them.

Hillcocks (1986:166) concluded that “focused feedback can have an effect on certain aspects of writing”. Consequently, feedback on usage plays an important role to reflect teaching grammar and it can measure or indicate students’ written grammar development precisely.

2.3 Aims of Feedback

Feedback defines for a student what their teacher thinks about a student’s performance or a subject. At its best, feedback should:

(<http://www.flinders.edu.au/teach/t4l/assess/feedback.php>)

- guide both teachers and students
- be a core part of teaching and learning, not an add-on ritual
- focus around course and topic learning outcomes
- guide students to become independent learners and their own critics
- account for a developmental approach for achievement in a discipline.

Feedback ought to aim at enabling students to improve their future efforts. However, one often gets the impression that students leave university making many of the same errors that they made when they entered. Explanations for this common phenomenon could be that:

- Assessors' feedback is little more than editing and does not give students a clear message about what they must do to improve future submissions.
- Students don't read or take the advice that is given and are not required to do so.

2.4 Characteristics of Feedback

Feedback is needed by:

- teachers to adapt and adjust teaching to accommodate learning needs
- students to adapt and adjust their learning strategies

Feedback should be...

- **Constructive**
so that students feel encouraged and motivated to improve their practice
- **Timely**
so that students can use it for subsequent learning and for future work to be submitted
- **Prompt**
so that students can recall what they did and thought at the time
- **Supportive of learning**
as a clear statement of orderly progression of learning so that students have clear indications of how to improve their performance
- **Focused**
on achievement, not effort. The work should be assessed, not the student
- **Specific to the learning outcomes**
so that assessment is clearly linked to learning
- **Consequential**
so that it engages students and they are required to attend to feedback,
removing the need for continually giving the same student the same advice
- **Fostering of independence**
so that it leads students to being capable of assessing their own work

- **Efficient**

so that teachers and students use the time of the course in productive ways without wasting efforts in counter-productive actions.

2.5 Types of Feedback

- **Informal**

e.g., verbal feedback in class, personal consultation

- **Formal**

in writing (e.g. checklists, written commentary, generic exemplars)

- **Direct**

to individual student (either in written form or in consultation)

- **Indirect**

to the whole class (e.g. generic exemplars)

- **Formative**

given during the teaching of the topic, enabling risk taking and adjustment prior to final submission

- **Summative**

given at the end of a topic, with the purpose of letting students know what they have achieved.

2.6 Difficulties Associated with Giving and Getting Feedback

Academic Concerns:

- **Time-consuming**

Giving useful feedback can be very time consuming for academics and has limited value if students don't read it or act on it.

- **Repetitive**

It is not uncommon to correct the same errors on a particular student's work and on most students' work with little change occurring over time in students' performances.

- **Too late**

Few assessment tasks enable teachers to get timely feedback to adjust either content or teaching strategies to focus on actual learning needs.

Student Concerns:

- **Too late**

Feedback often occurs when a subject/topic is over and there is little that can be done to remedy misunderstanding. Students are rarely required to act upon it.

- **No explanation**

Students often are left not knowing what they have done well, what they need to change and why they have achieved the grade they have. Often feedback is only given to students who do not do well; otherwise, good students receive little more than 'excellent' on their work without gaining an insight into what they have done better and what they could additionally do to enhance their performance.

- **"One-off"**

Many assessment tasks are 'one-off' and for real grades. Students don't get the opportunity to take the advice given. There is little room for risk taking, experimentation and practice.

- **Limited value**

Much feedback is either editing of grammar or spelling, or clichéd (e.g.

“More”, “Good”, “What's this?”, etc.) Much feedback does not actually give the students a sense of what they might do to improve their learning or the products of their learning.

- **Not progressive**

It does not give students a sense of what they have achieved in progressing towards a goal and what they have yet to achieve.

- **Useless**

When feedback is given at the wrong time or place, it often cannot be understood or acted upon by students in a timely way.

2.7 Oral Feedback in Written Work

In this approach, Paltridge (2001) claimed that the teacher puts learners in communicative situations in which they are required to use language to complete a task. The teacher then monitors the learners' performance and provides input in response to any specific difficulties the learners may have had.

Ur (1996) said that feedback should be focused on communication activities by providing a context in which the language features and skills they are intended to practice might reasonably arise. Students ought to be given opportunities in improving their performance of a task.

Hammond and Joyce (1992) point out that feedback is a response from spoken to written text; students need to have an understanding of what is characteristic of the genre they are studying being a spoken or a written language text as much as they need to know about other linguistic aspects of the particular genre.

2.8 Peer Feedback

Students Appear to Enjoy Peer Feedback and to Find it Helpful

Leki (1990), Mangelsdorf (1992) and Mendonca and Johnson (1994) have found that peer response is well received by student writers and that they enjoy the process: it increases students' motivation for writing and assists students in gaining confidence in their writing.

Zamel (1982:206) states that peer feedback is beneficial because it “reinforces the fact that the teacher is truly not the only reader, a claim which we repeatedly make out but fail to convince our students of, and that audience considerations therefore need to be taken into account”.

According to Berger (1990) and Zhang (1995), sometimes students question the efficacy of peer feedback, express concern about either their peers' competency to evaluate their work or their ability to give critical feedback constructively and not hurtfully, and clearly prefer teacher feedback over peer feedback when asked to choose.

Nelson and Murphy (1993:135) offer that the rationale for employing peer response is in “students' providing other students with feedback on their preliminary drafts so that the student writers may acquire a wider sense of audience and work toward improving their compositions”.

To this point, the available evidence does not suggest that L2 student writers have strongly negative feelings toward peer feedback or feel that it is harmful to them.

2.9 Feedback: Timing and Type

Language teachers still seem to focus on surface-level errors according to Cohen and Cavalcanti (1990), Fathman and Whalley (1990) and Robb, Ross and Shortreed (1986). However, Robb et al. (ibid) found that detailed feedback on surface errors was not more accurate than less detailed feedback on their respondents' work. They also observed that 'improvement was independent of type of feedback' (ibid.:93)

Fathman and Whalley (1990) found that learners' grammatical competence only improved when they received specific feedback on their grammar. They do not however suggest exactly what form this feedback should be in. Nor do they examine how such feedback fits into the wider feedback context which is the teaching-learning process understood in terms of communication between the teacher and the student.

Cohen and Cavalcanti (1990) note a mismatch between what teachers and students thought about the aspects of writing emphasized in feedback. In order to overcome this problem, they suggest that both parties should agree on the areas to be commented upon. This idea is compatible with an approach which sees feedback as more effective when it is practiced in a communicative way.

Their study also shows that students appreciate comments on both content and language. Similar findings have been reported by Radecki and Swales (1988). It seems, then, that although regular writing does improve students' writing, they also require feedback in order to achieve considerable improvement.

Taylor (1981) and Crewes and McLeod (1986) consider the communicative function of the text to be most important, and stress the importance of providing students with

feedback on content first. This finding is also consistent with the view of feedback in terms of its place in the communication cycle between the student and the teacher.

While Zamel (1985) also recommends that comments be prioritized and spread over more than one draft, Fathman and Whalley (1990) argue that multiple drafts may not be necessary. Content is recognized as the first priority by others, too (Chenoweth 1987 and Shih 1986). The researcher assumes that the first of these two views is more compatible with an approach to feedback which understands and studies it in terms of its cyclical nature. Just as these are stages of development in a student's learning, these should also be commensurate stages in the communication between teachers and students as they work together on developing the student's writing.

Allwright (1988) recommends both peer feedback and reformulation for promoting learner autonomy, while Chandrasegaran (1986) and Leki (1990) recommend conferencing as a way of investigating the effects of teacher and peer feedback on ESL learners' revision of their work, Chaudron (1984) found that both are equally effective in improving students' writing.

2.10 The Study of Teacher Feedback

There are different types of classifications of teacher feedback. Sinclair and Coulthard (1975) focus on the "evaluative feedback" used by the teacher in classroom discourse, which usually consists of the acts of accepting, evaluating and commenting. Richards and Lockhart's (1994) classification includes saying that something is correct or incorrect, praising, modifying a student's answer, repeating, summarizing and criticizing. While both of these studies are consistent with the type of cyclical

feedback studied in this thesis, this thesis seeks to expand their views by looking at the ways feedback may be used as feedback on teacher feedback.

As Graham (1983) noted, frequency of teacher feedback does not ensure better student writing. In a classroom, assignments like those suggested by Raimes (1983), which encourage revision without feedback and writing without teacher intervention (e.g., journal writing), should be valuable components of the curriculum. But they should not be the only feedback given. It is possible to use such “hands off” responses at certain times. But when these times are remains to be clearly studied.

Sommers (1982) studied the substance of teachers’ comments and found that most teacher comments are vague and do not provide specific reactions to what students have written. This seems incompatible with Beach (1979), who said that teacher feedback should be focused on the content (for example, organization, amount of detail) more than form (for example, grammar, mechanics) and provide a single dimension of content feedback between initial and final drafts of papers. Neither of these approaches seems adequate as total approaches, when feedback is understood in terms of the teacher’s on-the-spot decision about what each student needs or wants. Feedback, if organic, is customized to the needs of each individual student and works to help the teacher to show the student how to meet the course requirements.

In addition, she found that the students tended to respond to comments on form and ignored those on content. In another report, Cohen acknowledged that his own feedback to students was frequently unsystematic and inconsistent (see Cohen and Robbins 1976). It remains to be seen how much feedback can be fitted into an organic approach to feedback.

However, these seemingly contradictory findings make one wonder about the overall usefulness of teacher feedback. In a study that looked at the effects of no feedback, Graham (1983) found that those students who received feedback on every assignment did not make fewer errors than those students who received feedback on every third assignment. Thus more frequent feedback does not ensure greater improvement in writing. Of course, this result would depend on the type of feedback and the quality of feedback.

Even though research results lead to some questions about the usefulness of feedback on writing, teachers report that students want feedback. Consequently, teachers often feel obliged to provide it. Because students want feedback and teachers feel obliged to give it, the question remains when during the writing process and how it should be provided.

Cohen (1987) found that teacher feedback has a limited impact because students feel that teacher comments are often too short and uninformative. Cohen concludes that teachers need training with respect to providing effective feedback, just as students need training to develop effective strategies for handling teacher feedback. This is an important suggestion which this thesis works to address. Out of the analysis of actual untutored feedback by trainee-teachers, a systematic approach to giving feedback was developed.

2.11 The Role of Teacher Feedback in Process Writing

The teacher takes on an active role in the editing process in process writing but there has been considerable debate on what type of feedback should be given. According to Radecki and Swales (1988: 72), "there is an emerging consensus among certain L1

and L2 writing researchers that an instructor's time is better spent in attending to textual meaning, rather than to grammatical errors, as a means of aiding students in reshaping their writing". This approach seems to be based on the belief that meaning comes before the grammatical form. Thought precedes form which is a means to express the thought.

Ferris and Hedgecock (1998) believe that grammatical corrections are necessary but should not be given on first drafts of multiple draft essays. Comments on earlier drafts should, according to the authors, focus on organization and content rather than grammar. It is important to understand what the student is trying to say first in order to give meaningful feedback on the grammar which will best express the student's intentional meaning.

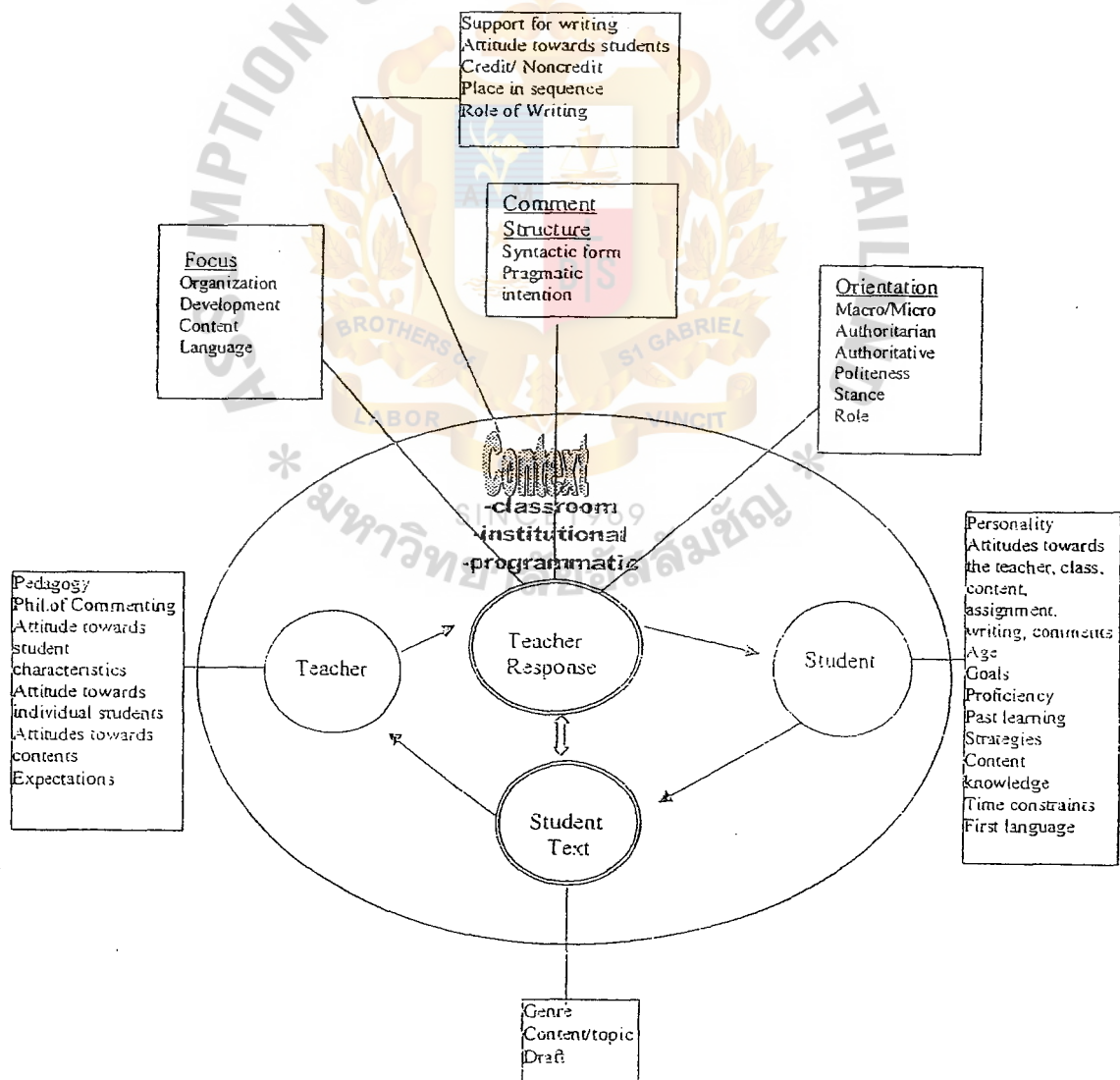
Fathman and Whalley (1990:185) found that "grammar and content feedback, whether given alone or simultaneously, positively affect rewriting". Radecki and Swales (1988:72) note that the students stated a preference for their instructors to edit grammatical and other mechanical errors as they found these comments to be the most helpful. The question is 'helpful' for what. When seen as a process of communication, it could be suggested that such students seem to know that they need grammatical feedback so as to shape and communicate their thoughts, feelings, and experience more clearly.

This feedback is often done efficiently in a whole-class context with the teacher writing on an overhead projector and discussing the strategic choices made while brainstorming or composing. As students become more comfortable with the process,

they can provide more of the information and text for such cooperative writing as they learn to appropriate the teacher's composing strategies.

2.12 The Feedback Cycle

The figure below shows that teacher feedback considers characteristics of the institutional, programmatic and methodological context, the teacher, the student, the text the teacher comments on as well as the revised text, and the teacher's commentary. Goldstein (2001: 87) had drawn the following feedback cycle for writing teachers.



While this conceptual action is useful, it is not very practical as it does not describe actual patterns with concrete patterns of behavior. For this reason, the checklist suggested by Conlon (2008) is used in this thesis as a way of evaluating the feedback actually given in the evaluation process. As this emphasis on feedback is now being more stressed in the M.A. program, it seems appropriate to see how useful it is when applied to the feedback of student teachers in the program. As it is about the actual practices of student-teachers, such feedback on their feedback should have a positive influence on their own learning process and so make them more reflective of their own beliefs, attitudes and actions. In this way, this study is itself self-reflective and organically related to the researcher's own experience as a trainee-teacher in the M.A. program.

Conlon (2008) recommends that the feedback cycle has to be a two-way process. Importantly, efficient feedback has to be a cycle of trust between each student and the teacher in the communication process. Moreover, he said that teacher feedback needs to be consistent; feedback inside students' journals should be supported and expanded in the comments and at the end of the piece of writing should be evaluated. Importantly, teachers should give students a chance in an interview to clarify or reinforce any questions he or she may have about the teacher's evaluation. Most importantly, the teacher has to follow up on the feedback given in one piece of work when giving feedback to other pieces of work. This helps the student understand how to put the various pieces of the learning experience together. Therefore, good feedback should have a positive backwash and be understood as never-ending.

2.13 The Evaluating Process

One of the effects of the process movement has been to occlude the criteria used to evaluate writing. Faigley (1992: 112-113) states that while most teachers of writing still assign grades to papers at some point in the course of instruction, the emphasis has shifted from summative to formative evaluation, or, in the language of process advocates, from a teacher's role as judge to one of coach.

This chapter has discussed the development of these changes in approach by looking at the developments as a single, organic unit, not as atomized responses that fragment our understanding of what teachers do. It seems that many trainee-teachers provide feedback based on their own reception of feedback when they were students. It is therefore important to understand earlier forms or approaches in feedback when analyzing what teachers and trainee-teachers actually do when they practice feedback.

In keeping with the organic approach advocated by the researcher, it is important to approach the issue of feedback holistically. When this is done, many of the concerns expressed by a wide variety of researchers may be addressed in a way that builds a better informed approach to the analysis of feedback as it is actually practiced by certain trainee-teachers and to develop a research methodology which reflects the ways feedback itself may be improved in the ways the trainee-teachers are taught how to do feedback. Such training should have positive backwash on the ways such trainee-teacher perform feedback in their future careers.

Chapter Three

Research Methodology

Introduction

This chapter presents detailed information on the research methodology employed to seek answers to the research questions. In particular, the methodology will be discussed in sections; restating the research questions, subjects of the study, data collection method and the process of data analysis and summaries.

3.1 Restatement of the Research Questions

1. What types of feedback are used in teaching and evaluating writing in the Practicum course at Assumption University?
2. How can the use of feedback be improved in the M.A-Practicum at Assumption University?

3.2 Subjects of the Study

This study focused on practicum teachers of the first-year students in the course of Basic English at Assumption University, Bangkok, Thailand. For the objectives of this course, teachers would like students to improve Basic English skills; reading, listening, speaking, and writing. In class, English language was carried out in the teaching and learning process to develop all of the four skills of the students.

Especially in writing skills, more often teachers would give the written assignments to improve students' grammar writing. Thus, what was a main factor to make students develop their grammar writing well was feedback. As a result, teacher feedback is an important and yet often undervalued part of the writing task. Therefore, the researcher thinks that giving helpful and effective feedback on the written work will be able to

improve students' writing more quickly. Importantly, this is only a general course to help students improve English for the higher level. That is, this course will help students use English more, and students can develop the four skills.

There were 40 texts (journals and mid-term examination booklets) taken for analysis in this study written by the students from the class of teacher A, B, C, D. and including the interview for detailed analyses. There are 4 teachers referred to as A, B, C, D. Five students were randomly selected from each teacher's practicum class. These students are referred to as S A1 etc (S A1 means the first randomly selected student from Teacher A's class.)

3.3 Data Collection Method

There are four steps in searching for information:

- An observation in the class
- An interview between the four teachers and the twenty students was tape recorded
- The checked twenty journals
- The checked twenty mid-term examination booklets

To obtain the data, the researcher made an observation in class first for two weeks to notice both teachers and students' giving and getting feedback. Later, to get a feel for students' understandings on the comments, the researcher interviewed the teachers about students' understanding of teacher feedback on the journal writing. Thus, the research was focused on the types of writing assignment which was the checked journals and the mid-term examination. To know the efficiency of the 4 teachers' feedback the research focused on the term 'fluency and accuracy' in the journal while the mid-term examination was fixed on assessment and correction. That is, attention

was paid to whether teacher feedback on the written work could make students relate to the improvement on the exam or not. As a result, the researcher collected 20 students' samples of writing and 4 teachers' feedback.

3.4 Data Analysis and Summaries

Data Analysis and Summaries in All of the Four Classes

The researcher used a check-list to analyze 4 teachers' feedback in the interview, the journal and the mid-term examination. It had fifty-two questions. The questions will be "Yes / No" response. The more questions asked in the check-list were answered "Yes", the more effective the feedback was likely be. To determine the differences among 4 teachers, the researcher would count the number of "Yes" responses about the five students of each teacher. Afterwards, the researcher found the percentage of these responses for each teacher to compare.

The check-list of fifty-two questions was divided into five parts:

- 1. Feedback written in the student's text
- 2. Feedback comments at the end of the journal entry or homework
- 3. Feedback made orally in an interview
- 4. Feedback on the student's examination
- 5. Overall feedback effectiveness

3.4.1 Analytical Examples:

Interview between 4 teachers and 20 students with recording.	Interview
Types of writing assignment with teacher feedback;	Journal and Mid – Term Examination

3.4.2 Example of Data Analysis

Analysis of Teacher A's feedback for Student A1, A2

1 Feedback written in the student's text

1.1 Did the feedback clarify the student's intended meaning?

S.A.1 Yes.

S.A.2 Yes.

1.2 Did the feedback fix recurrent grammatical errors?

S.A.1 Yes. Example:- Using Auxiliary verb + verb 1; Student wrote *"will to be, must to practice"*, and teacher used *"underline"*/ Word Order; student wrote *"I and my friends"*, and teacher rewrote *"my friends and I"* on it.

S.A.2 Yes. Example; Using linking verb/ Student wrote *"you are looks good"*. Teacher used *"underline and deleting"* on it.

1.3 Was the feedback responding to statements, observations or opinions made by the student?

S.A.1 No.

S.A.2 No.

1.4 Was the feedback focused on the fluency of the entry?

S.A.1 Yes.

S.A.2 Yes.

1.5 Did the teacher appear to make a concerted effort to provide written feedback in the text?

S.A.1 Yes.

S.A.2 Yes.

2 Feedback comments at the end of the journal entry

2.1 Was the feedback related to the feedback made in the student's text in order to explain it or reinforce it by discussing what the student did well or needs to improve?

S.A.1 Yes. "Not in the past but in the present life"

S.A.2 Yes. "Good job as usual"

2.2 Did the feedback attempt to further clarify, expand or reinforce the student's intended meaning?

S.A.1 Yes. "expanding"

S.A.2 Yes. "reinforce"

2.3 Did the feedback mention specific recurrent grammatical errors made by the student?

S.A.1 No.

S.A.2 No.

2.4 Was the feedback responding to statements, observations or opinions made by the student in the entry?

S.A.1 No.

S.A.2 Yes. "Good job as usual / show your talents to the next teacher as well".

2.5 Was the feedback focused on the fluency of the student's journal entry?

S.A.1 Yes. "You must give me only the details of what you see!"

S.A.2 No.

2.6 Did the feedback address the issue of the adequacy of the student's response?

S.A.1 Yes. "You didn't write 2 full pages, so I am sorry but I can't sign your work"

S.A.2 No.

2.7 Was the content of the entry discussed?

S.A.1 Yes. "It doesn't meet my criteria. First, you didn't answer 'What do you see' / you didn't write "2 FULL PAGES"

S.A.2 No.

2.8 Did the feedback positively reinforce the student's effort in order to encourage the student to continue writing the way he/she did in the entry?

S.A.1 No.

S.A.2 Yes. "Good job as usual/ show your talents to the next teacher as well"

2.9 Did the feedback refer to what the student had written in previous entries?

S.A.1 No.

S.A.2 Yes. "Good job as usual"

2.10 Did the teacher appear to make a concerted effort to provide written feedback in the comments at the end of the text?

S.A.1 Yes. 6 sentences long.

S.A.2 No. 1 sentence long.

2.11 Did the teacher's written comments explicitly refer to comments made in the body of the student's text?

S.A.1 Yes. Present tense and "focus on present life"

S.A.2 No.

2.12 Did the teacher's written comments relate the student's performance to other areas or aspects of the overall course?

S.A.1 Yes. "it doesn't meet my criteria"

S.A.2 No.

2.13 Were the teacher's comments focused on encouraging the student's fluency/ production of more writing?

S.A.1 Yes.

S.A.2 No.

2.14 Did the teacher's comments reinforce the personal relationship between the teacher/ reader and the student/ writer?

S.A.1 Yes. "This is a good journal"

S.A.2 Yes. “Good job as usual / show your talents to the next teacher as well”

3 Feedback made orally in the interview

3.1 Was there a student initiated discussion of the written comments in the journal?

S.A.1 Yes.

S.A.2 Yes.

3.2 If there was a student initiated discussion, what was its specific focus?

S.A.1 Yes. “why the topic is what do you see”/ “just only ‘what do you see’ not my feelings or not what other things?”

S.A.2 Yes. “On the last comments you said ‘a bit upset’ I don’t understand”

3.3 Was the feedback related to the feedback made in the student’s text and/or in the teacher’s written comments in order to explain it or reinforce it by further discussing what the student did well or needs to improve?

S.A.1 No.

S.A.2 Yes. To comment; reinforce and praise

3.4 Did the feedback attempt to further clarify, expand or reinforce the student’s intended meaning?

S.A.1 Yes. “clarifying and expanding”

S.A.2 Yes. “reinforcing”

3.5 Did the feedback mention specific recurrent grammatical errors made by the student?

S.A.1 No.

S.A.2 No.

3.6 Was the feedback responding to statements, observations or opinions made by the student in the journal entry?

S.A.1 No.

S.A.2 No.

3.7 Was the feedback clarifying, expanding or reinforcing comments made by the teacher at the end of the student’s journal entry?

S.A.1 Yes. “clarifying / expanding”

S.A.2 Yes. “reinforcing”

3.8 Was the feedback focused on the fluency of the student’s journal entry?

S.A.1 Yes.

S.A.2 No.

3.9 Did the feedback address the issue of the adequacy of the student’s response?

S.A.1 No.

S.A.2 No.

3.10 Was the content of the entry discussed?

S.A.1 No.

S.A.2 No.

3.11 Did the feedback positively reinforce the student's effort in order to encourage the student to continue writing the way he/she did in the entry?

S.A.1 Yes.

S.A.2 Yes.

3.12 Did the feedback refer to what the student had written in previous entries?

S.A.1 No.

S.A.2 Yes. "you did very good journals every week."

3.13 Did the teacher appear to make a concerted effort to provide oral feedback?

S.A.1 Yes. Adequate length.

S.A.2 No. Too brief.

3.14 Did the teacher's oral comments relate the student's performance to other areas or aspects of the overall course?

S.A.1 No.

S.A.2 No.

3.15 Were the teacher's oral comments focused on encouraging the student's fluency/ production of more writing?

S.A.1 Yes.

S.A.2 No.

3.16 Did the teacher's oral comments reinforce the personal relationship between the teacher/ reader and the student/ writer?

S.A.1 No.

S.A.2 Yes. "I really enjoyed reading your journals"

4 Feedback on the student's examination

4.1 Was the feedback related to the feedback made in the student's journal in order to explain it or reinforce it by further discussing what the student did well or needs to improve?

S.A.1 Yes.

S.A.2 Yes.

4.2 Did the feedback attempt to further clarify, expand or reinforce the student's intended meaning?

S.A.1 Yes. "clarifying"

S.A.2 Yes. "clarifying"

4.3 Did the feedback identify specific recurrent grammatical errors made by the student?

S.A.1 Yes.

S.A.2 Yes.

4.4 If recurrent grammatical errors were identified, were these systematically related to the errors identified in the feedback to the student's journal?

S.A.1 Yes.

S.A.2 Yes.

4.5 Was the feedback responding to statements, observations or opinions made by the student in the examination response?

S.A.1 No.

S.A.2 Yes. Improve a lot.

4.6 Was the feedback clarifying, expanding or reinforcing comments made by the teacher at the end of the student's examination response?

S.A.1 No.

S.A.2 No.

4.7 Was the feedback focused on the fluency of the student's examination response?

S.A.1 No.

S.A.2 Yes. "what about bad leader?"

4.8 Did the feedback address the issue of the adequacy of the student's examination response?

S.A.1 No.

S.A.2 No.

4.9 Was the content of the examination response discussed?

S.A.1 No.

S.A.2 No. Just a little "what about bad leader?"

4.10 Did the feedback positively reinforce the student's effort in order to encourage the student to continue writing the way he/she did in the examination?

S.A.1 Yes. The mark of 19/30, the ticks for the correct paragraphs.

S.A.2 Yes. The mark of 24/30, the ticks for the correct paragraphs.

4.11 Did the feedback refer to what the student had written in his/her journal?

S.A.1 No.

S.A.2 No.

4.12 Did the teacher provide written feedback at the end of the text?

S.A.1 No.

S.A.2 No.

4.13 Did the teacher's comments relate the student's performance to other areas or aspects of the overall course?

S.A.1 No.

S.A.2 No.

4.14 Were the teacher's comments focused on encouraging the student's fluency/ production of more writing?

S.A.1 No.

S.A.2 No.

4.15 Did the teacher's evaluation of the student's examination response reinforce the personal relationship between the teacher/ reader and the student/ writer?

S.A.1 No.

S.A.2 No.

5 Teacher A's Overall Feedback Effectiveness

5.1 Was the teacher's feedback consistent and focused for each individual student at each stage of the feedback process?

S.A.1 Yes. (Same/ in journal, the end of journal, interview, examination)

S.A.2 Yes. (Same/ in journal, the end of journal, interview, examination)

5.2 Was the teacher's feedback systematic in the way feedback was given to the group of students as a whole in terms of stressing fluency, stressing accuracy, making suggestions about content, building a relationship between the teacher and the students?

Yes. Teacher always focused on accuracy and fluency.

In the checklist, all of the fifty-two questions were organized to relate to feedback which teachers gave to students. The checklist (Conlon; 2008) traces the feedback cycle from the initial writing of a student in a journal entry and in an interview.

Teacher's feedback needs to be consistent, and the teacher's comment inside the student's text ought to be supported and expanded at the end of the student's written work. In the interview, teachers were observed and taped to see how they gave students a chance to clarify or reinforce any impressions he or she may have of the teacher's evaluation. Consequently, the feedback process should be understood as a part of wider communication cycle with a two-way movement.

In conclusion, the purpose of this chapter was to provide information on the research methodology and to explain the general analytical instruments to be used in this study. The next chapter will focus on the analysis of the data and an interpretation of the data to answer the research questions.

Chapter Four

Data Analysis and Findings

This chapter will present, analyze and interpret the data collected from the students involved in this study. The main data are in the journals, the interviews and the mid-term examination booklets from 4 teachers; teacher A, B, C, and D. The five students were chosen at random; both poor and good students were taped in the interviews. In analyzing students' writing the researcher used a check-list for fifty-two questions to know what types of feedback the ABAC practicum teachers use in monitoring students' writing and to give students the marks on their tests.

Organization of Chapter 4

Note: See appendix 1 for full transcripts of all feedback given by the four teachers.

The feedback is organized by each Teacher with Teacher A's feedback to S A1, S A2, S A3, S A4 and S A5 given first. While there was a lot of preliminary analysis of the data, this is included in the Appendix. Such material gives an insight into how the researcher developed her research and provides evidence of the organic ethnographic preliminary research stage which was an integral part of the overall research process.

This chapter presents:

- A brief description of data collection process
- Data analysis from the collected journals and summaries of the students' mid-term examinations which are based on the sort of teacher feedback, and the symbols are used on students' writing in Assumption University.
- Main findings to answer the two research questions.

4.1 The Process of Data Collection of Basic English at Assumption University

To collect data on four teachers' feedback, the journals of the Basic students were randomly checked to examine how the teachers provided written feedback. The teachers' oral feedback on the journals was taped of the same students. Finally, the mid – term examination was looked at in terms of the ways the teachers' used feedback.

The exam question the students responded to was:

- What makes a good leader?
- Who is a good leader in the book of Mumimu?
- Who is a bad leader?
- Why?

4.2 Data analysis; Analysis of Teacher A's feedback for Student A

4.2.1 Feedback written in the student's text

4.2.1.1 Did the feedback clarify the student's intended meaning?

S.A.1 Yes.

S.A.2 Yes.

S.A.3 Yes.

S.A.4 Yes.

S.A.5 Yes.

4.2.1.2 Did the feedback fix recurrent grammatical errors?

S.A.1 Yes. Example:- Using Auxiliary verb + verb 1; Student wrote "*will to be, must to practice*", and teacher used "*underline*" / Word Order; student wrote "*I and my friends*", and teacher rewrote "*my friends and I*" on it.

S.A.2 Yes. Example; Using linking verb/ Student wrote "*you are looks good*". Teacher used "*underline and deleting*" on it.

S.A.3 Yes. Example; Using pronoun; Student wrote "I think Thai people *we* are Better." Teacher used "*circle*" on it.

S.A.4 Yes. Example; Using past simple. Student wrote "*has been study*" Teacher rewrote "*studied*"

S.A.5 Yes. Example: Using passive voice. Student wrote "*arrangement*" Teacher used "*underline*" and wrote "*arranged*" above on it.

4.2.1.3 Was the feedback responding to statements, observations or opinions made by the student?

S.A.1 No.

S.A.2 No.

S.A.3 Yes. Teacher wrote *"Thanks"* when student wrote *"someone read my journal"*

S.A.4 Yes. Teacher wrote *"Good! I'm looking forward to it!"* When student wrote *"I'll try to do like them to be an honor student"*.

S.A.5 No.

4.2.1.4 Was the feedback focused on the fluency of the entry?

S.A.1 Yes.

S.A.2 Yes.

S.A.3 Yes.

S.A.4 Yes.

S.A.5 Yes.

4.2.1.5 Did the teacher appear to make a concerted effort to provide written feedback in the text?

S.A.1 Yes.

S.A.2 Yes.

S.A.3 Yes.

S.A.4 Yes.

S.A.5 Yes.

4.2.2 Feedback comments at the end of the journal entry

4.2.2.1 Was the feedback related to the feedback made in the student's text in order to explain it or reinforce it by discussing what the student did well or needs to improve?

S.A.1 Yes. "Not in the past but in the present life"

S.A.2 Yes. "Good job as usual"

S.A.3 Yes. "You wrote fully 2 pages and each one is interesting in it's our way"

S.A.4 Yes. "It is an interesting one!"

S.A.5 Yes. "Though you said it was difficult for you, your journal proved it wrong"

4.2.2.2 Did the feedback attempt to further clarify, expand or reinforce the student's intended meaning?

S.A.1 Yes. "expanding"

S.A.2 Yes. "reinforce"

S.A.3 Yes. "reinforce"

S.A.4 No. Just a little for reinforcing

S.A.5 Yes. "reinforce"

4.2.2.3 Did the feedback mention specific recurrent grammatical errors made by the student?

S.A.1 No.

S.A.2 No.

S.A.3 No.

S.A.4 No.

S.A.5 No.

4.2.2.4 Was the feedback responding to statements, observations or opinions made by the student in the entry?

S.A.1 No.

S.A.2 Yes. "Good job as usual / show your talents to the next teacher as well".

S.A.3 Yes. "You made a few grammatical mistakes so it shows you have a good sense in writing.

S.A.4 Yes. "Good job. It is an interesting one! I'm waiting for your next journal"

S.A.5 Yes. "It is a perfect work, I have to say, Well done!"

4.2.2.5 Was the feedback focused on the fluency of the student's journal entry?

S.A.1 Yes. "You must give me only the details of what you see!"

S.A.2 No.

S.A.3 No.

S.A.4 No.

S.A.5 No.

4.2.2.6 Did the feedback address the issue of the adequacy of the student's response?

S.A.1 Yes. "You didn't write 2 full pages, so I am sorry but I can't sign your work"

S.A.2 No.

S.A.3 Yes. "You wrote fully 2 pages"

S.A.4 No.

S.A.5 No.

4.2.2.7 Was the content of the entry discussed?

S.A.1 Yes. "It doesn't meet my criteria. First, you didn't answer 'What do you see? / you didn't write "2 FULL PAGES"

S.A.2 No.

S.A.3 Yes. "Each one is interesting in it's our way"

S.A.4 No.

S.A.5 No.

4.2.2.8 Did the feedback positively reinforce the student's effort in order to encourage the student to continue writing the way he/she did in the entry?

S.A.1 No.

S.A.2 Yes. "Good job as usual/ show your talents to the next teacher as well"

S.A.3 Yes. "That's good. And you made a few grammatical mistakes so it shows that you have a good sense in writing."

S.A.4 Yes. "Good job. It is an interesting one! I'm waiting for your next journal"

S.A.5 Yes. " Well done! dear. I wanna see the same good journal it next week, o.k.?".

4.2.2.9 Did the feedback refer to what the student had written in previous entries?

S.A.1 No.

S.A.2 Yes. "Good job as usual"

S.A.3 No.

S.A.4 No.

S.A.5 No.

4.2.2.10 Did the teacher appear to make a concerted effort to provide written feedback in the comments at the end of the text?

- S.A.1 Yes. 6 sentences long.
- S.A.2 No. 1 sentence long.
- S.A.3 Yes. 9 sentence long.
- S.A.4 No. 1 sentence long.
- S.A.5 No. 3 sentences long.

4.2.2.11 Did the teacher's written comments explicitly refer to comments made in the body of the student's text?

- S.A.1 Yes. Present tense and "focus on present life"
- S.A.2 No.
- S.A.3 No.
- S.A.4 No.
- S.A.5 No.

4.2.2.12 Did the teacher's written comments relate the student's performance to other areas or aspects of the overall course?

- S.A.1 Yes. "it doesn't meet my criteria"
- S.A.2 No.
- S.A.3 Yes. "each one is interesting in it's our way"
- S.A.4 No.
- S.A.5 No.

4.2.2.13 Were the teacher's comments focused on encouraging the student's fluency/ production of more writing?

- S.A.1 Yes.
- S.A.2 No.
- S.A.3 Yes.
- S.A.4 No.
- S.A.5 No.

4.2.2.14 Did the teacher's comments reinforce the personal relationship between the teacher/ reader and the student/ writer?

- S.A.1 Yes. "This is a good journal"
- S.A.2 Yes. "Good job as usual / show your talents to the next teacher as well"
- S.A.3 Yes. "Thanks for your attention and participating"
- S.A.4 Yes. "Good job. It is an interesting one"
- S.A.5 Yes. "Well done! dear / it is a perfect work"

4.2.3 Feedback made orally in the interview

4.2.3.1 Was there a student initiated discussion of the written comments in the journal?

- S.A.1 Yes.
- S.A.2 Yes.
- S.A.3 Yes.
- S.A.4 Yes.
- S.A.5 Yes.

4.2.3.2 If there was a student initiated discussion, what was its specific focus?

- S.A.1 Yes. “why the topic is what do you see”/ “just only ‘what do you see’ not my feelings or not what other things?”
- S.A.2 Yes. “On the last comments you said ‘a bit upset’ I don’t understand”
- S.A.3 Yes. Student said “why you spent a lot of time for comments in every journal?”
- S.A.4 Yes. Student asked “why do you want me to write two full pages”
- S.A.5 Yes. Student wanted to know why teacher choose ‘what do you see’ as a topic.

4.2.3.3 Was the feedback related to the feedback made in the student’s text and/or in the teacher’s written comments in order to explain it or reinforce it by further discussing what the student did well or needs to improve?

- S.A.1 No.
- S.A.2 Yes. To comment; reinforce and praise
- S.A.3 No.
- S.A.4 No.
- S.A.5 No.

4.2.3.4 Did the feedback attempt to further clarify, expand or reinforce the student’s intended meaning?

- S.A.1 Yes. “clarifying and expanding”
- S.A.2 Yes. “reinforcing”
- S.A.3 Yes. Clearly “clarifying, expanding and reinforcing”
- S.A.4 Yes. A lot “clarifying, expanding and reinforcing.”
- S.A.5 Yes. Clearly “clarifying, expanding and reinforcing”

4.2.3.5 Did the feedback mention specific recurrent grammatical errors made by the student?

- S.A.1 No.
- S.A.2 No.
- S.A.3 No.
- S.A.4 No.
- S.A.5 No.

4.2.3.6 Was the feedback responding to statements, observations or opinions made by the student in the journal entry?

- S.A.1 No.
- S.A.2 No.
- S.A.3 No.
- S.A.4 No.
- S.A.5 No.

4.2.3.7 Was the feedback clarifying, expanding or reinforcing comments made by the teacher at the end of the student’s journal entry?

- S.A.1 Yes. “clarifying / expanding”
- S.A.2 Yes. “reinforcing”
- S.A.3 Yes. “reinforcing”
- S.A.4 Yes. “reinforcing”
- S.A.5 Yes. “reinforcing”

4.2.3.8 Was the feedback focused on the fluency of the student's journal entry?

- S.A.1 Yes.
- S.A.2 No.
- S.A.3 No.
- S.A.4 No.
- S.A.5 Yes.

4.2.3.9 Did the feedback address the issue of the adequacy of the student's response?

- S.A.1 No.
- S.A.2 No.
- S.A.3 No.
- S.A.4 Yes.
- S.A.5 Yes.

4.2.3.10 Was the content of the entry discussed?

- S.A.1 No.
- S.A.2 No.
- S.A.3 No.
- S.A.4 No.
- S.A.5 No.

4.2.3.11 Did the feedback positively reinforce the student's effort in order to encourage the student to continue writing the way he/she did in the entry?

- S.A.1 Yes.
- S.A.2 Yes.
- S.A.3 Yes.
- S.A.4 Yes.
- S.A.5 Yes.

4.2.3.12 Did the feedback refer to what the student had written in previous entries?

- S.A.1 No.
- S.A.2 Yes. "you did very good journals every week."
- S.A.3 No.
- S.A.4 No.
- S.A.5 No.

4.2.3.13 Did the teacher appear to make a concerted effort to provide oral feedback?

- S.A.1 Yes. Adequate length.
- S.A.2 No. Too brief.
- S.A.3 Yes. Good comparison.
- S.A.4 Yes. Good comparison with the clear sample.
- S.A.5 Yes. Adequate length with the clear explanations.

4.2.3.14 Did the teacher's oral comments relate the student's performance to other areas or aspects of the overall course?

- S.A.1 No.
- S.A.2 No.
- S.A.3 No.
- S.A.4 No.

S.A.5 No.

4.2.3.15 *Were the teacher's oral comments focused on encouraging the student's fluency/ production of more writing?*

S.A.1 Yes.

S.A.2 No.

S.A.3 No.

S.A.4 Yes.

S.A.5 Yes.

4.2.3.16 *Did the teacher's oral comments reinforce the personal relationship between the teacher/ reader and the student/ writer?*

S.A.1 No.

S.A.2 Yes. "I really enjoyed reading your journals"

S.A.3 No.

S.A.4 No.

S.A.5 Yes. Student asked "do you read all journals me there in?" Teacher said "Every single sentence"

4.2.4 Feedback on the student's examination

4.2.4.1 *Was the feedback related to the feedback made in the student's journal in order to explain it or reinforce it by further discussing what the student did well or needs to improve?*

S.A.1 Yes.

S.A.2 Yes.

S.A.3 Yes.

S.A.4 Yes.

S.A.5 Yes.

4.2.4.2 *Did the feedback attempt to further clarify, expand or reinforce the student's intended meaning?*

S.A.1 Yes. "clarifying"

S.A.2 Yes. "clarifying"

S.A.3 Yes. "clarifying"

S.A.4 Yes. "clarifying"

S.A.5 Yes. "clarifying"

4.2.4.3 *Did the feedback identify specific recurrent grammatical errors made by the student?*

S.A.1 Yes.

S.A.2 Yes.

S.A.3 Yes.

S.A.4 Yes.

S.A.5 Yes.

4.2.4.4 *If recurrent grammatical errors were identified, were these systematically related to the errors identified in the feedback to the student's journal?*

S.A.1 Yes.

S.A.2 Yes.

- S.A.3 Yes.
- S.A.4 Yes.
- S.A.5 Yes.

4.2.4.5 Was the feedback responding to statements, observations or opinions made by the student in the examination response?

- S.A.1 No.
- S.A.2 Yes. Improve a lot.
- S.A.3 Yes. Improve more.
- S.A.4 No. Worse.
- S.A.5 Yes.

4.2.4.6 Was the feedback clarifying, expanding or reinforcing comments made by the teacher at the end of the student's examination response?

- S.A.1 No.
- S.A.2 No.
- S.A.3 No.
- S.A.4 No.
- S.A.5 No.

4.2.4.7 Was the feedback focused on the fluency of the student's examination response?

- S.A.1 No.
- S.A.2 Yes. "what about bad leader?"
- S.A.3 Yes. "bad leader?"
- S.A.4 Yes. "What about bad leader?"
- S.A.5 Yes. "Characteristic of good leader"

4.2.4.8 Did the feedback address the issue of the adequacy of the student's examination response?

- S.A.1 No.
- S.A.2 No.
- S.A.3 No.
- S.A.4 No.
- S.A.5 No.

4.2.4.9 Was the content of the examination response discussed?

- S.A.1 No.
- S.A.2 No. Just a little "what about bad leader?"
- S.A.3 No.
- S.A.4 No. Just a bit "what about bad leader?"
- S.A.5 No.

4.2.4.10 Did the feedback positively reinforce the student's effort in order to encourage the student to continue writing the way he/she did in the examination?

- S.A.1 Yes. The mark of 19/30, the ticks for the correct paragraphs.
- S.A.2 Yes. The mark of 24/30, the ticks for the correct paragraphs.
- S.A.3 Yes. The mark of 21/30, a lot of ticks for the correct parts.
- S.A.4 Yes. The mark of 16/30, the ticks for the right parts.
- S.A.5 Yes. The mark of 23/30, the ticks for the correct parts.

4.2.4.11 Did the feedback refer to what the student had written in his/her journal?

- S.A.1 No.
- S.A.2 No.
- S.A.3 No.
- S.A.4 No.
- S.A.5 No.

4.2.4.12 Did the teacher provide written feedback at the end of the text?

- S.A.1 No.
- S.A.2 No.
- S.A.3 No.
- S.A.4 No.
- S.A.5 No.

4.2.4.13 Did the teacher's comments relate the student's performance to other areas or aspects of the overall course?

- S.A.1 No.
- S.A.2 No.
- S.A.3 No.
- S.A.4 No.
- S.A.5 No.

4.2.4.14 Were the teacher's comments focused on encouraging the student's fluency/ production of more writing?

- S.A.1 No.
- S.A.2 No.
- S.A.3 No.
- S.A.4 No.
- S.A.5 No.

4.2.4.15 Did the teacher's evaluation of the student's examination response reinforce the personal relationship between the teacher/ reader and the student/ writer?

- S.A.1 No.
- S.A.2 No.
- S.A.3 No.
- S.A.4 No.
- S.A.5 No.

4.2.5 Teacher A's Overall Feedback Effectiveness

4.2.5.1 Was the teacher's feedback consistent and focused for each individual student at each stage of the feedback process?

- S.A.1 Yes. (Same/ in journal, the end of journal, interview, examination)
- S.A.2 Yes. (Same/ in journal, the end of journal, interview, examination)
- S.A.3 Yes. (Same / in journal, the end of journal, interview, examination)
- S.A.4 Yes. (Same / in journal, the end of journal, interview, examination)
- S.A.5 Yes. (Same / in journal, the end of journal, interview, examination)

4.2.5.2 Was the teacher's feedback systematic in the way feedback was given to the group of students as a whole in terms of stressing fluency, stressing accuracy, making suggestions about content, building a relationship between the teacher and the students?

Yes. Teacher always focused on accuracy and fluency.

4.3 Analysis of Teacher B's feedback for Student B

4.3.1 Feedback written in the student's text

4.3.1.1 Did the feedback clarify the student's intended meaning?

S.B.1 No.

S.B.2 No.

S.B.3 No.

S.B.4 No.

S.B.5 No.

4.3.1.2 Did the feedback fix recurrent grammatical errors?

S.B.1 No.

S.B.2 No.

S.B.3 No.

S.B.4 No.

S.B.5 No.

4.3.1.3 Was the feedback responding to statements, observations or opinions made by the student?

S.B.1 No.

S.B.2 No.

S.B.3 No.

S.B.4 No.

S.B.5 No.

4.3.1.4 Was the feedback focused on the fluency of the entry?

S.B.1 No.

S.B.2 No.

S.B.3 No.

S.B.4 No.

S.B.5 No.

4.3.1.5 Did the teacher appear to make a concerted effort to provide written feedback in the text?

S.B.1 No.

S.B.2 No.

S.B.3 No.

S.B.4 No.

S.B.5 No.

4.3.2 Feedback comments at the end of the journal entry

4.3.2.1 Was the feedback related to the feedback made in the student's text in order to explain it or reinforce it by discussing what the student did well or needs to improve?

- S.B.1 No.
- S.B.2 No.
- S.B.3 No.
- S.B.4 No.
- S.B.5 No.

4.3.2.2 Did the feedback attempt to further clarify, expand or reinforce the student's intended meaning?

- S.B.1 No.
- S.B.2 No.
- S.B.3 No.
- S.B.4 No.
- S.B.5 No.

4.3.2.3 Did the feedback mention specific recurrent grammatical errors made by the student?

- S.B.1 No.
- S.B.2 No.
- S.B.3 No.
- S.B.4 No.
- S.B.5 No.

4.3.2.4 Was the feedback responding to statements, observations or opinions made by the student in the entry?

- S.B.1 No.
- S.B.2 No.
- S.B.3 No.
- S.B.4 No.
- S.B.5 No.

4.3.2.5 Was the feedback focused on the fluency of the student's journal entry?

- S.B.1 No.
- S.B.2 No.
- S.B.3 No.
- S.B.4 No.
- S.B.5 No.

4.3.2.6 Did the feedback address the issue of the adequacy of the student's response?

- S.B.1 No.
- S.B.2 No.
- S.B.3 No.
- S.B.4 No.
- S.B.5 No.

4.3.2.7 Was the content of the entry discussed?

- S.B.1 No.
- S.B.2 No.
- S.B.3 No.
- S.B.4 No.
- S.B.5 No.

4.3.2.8 Did the feedback positively reinforce the student's effort in order to encourage the student to continue writing the way he/she did in the entry?

- S.B.1 No.
- S.B.2 No.
- S.B.3 No.
- S.B.4 No.
- S.B.5 No.

4.3.2.9 Did the feedback refer to what the student had written in previous entries?

- S.B.1 No.
- S.B.2 No.
- S.B.3 No.
- S.B.4 No.
- S.B.5 No.

4.3.2.10 Did the teacher appear to make a concerted effort to provide written feedback in the comments at the end of the text?

- S.B.1 No.
- S.B.2 No.
- S.B.3 No.
- S.B.4 No.
- S.B.5 No.

4.3.2.11 Did the teacher's written comments explicitly refer to comments made in the body of the student's text?

- S.B.1 No.
- S.B.2 No.
- S.B.3 No.
- S.B.4 No.
- S.B.5 No.

4.3.2.12 Did the teacher's written comments relate the student's performance to other areas or aspects of the overall course?

- S.B.1 No.
- S.B.2 No.
- S.B.3 No.
- S.B.4 No.
- S.B.5 No.

4.3.2.13 Were the teacher's comments focused on encouraging the student's fluency/ production of more writing?

- S.B.1 No.
- S.B.2 No.

- S.B.3 No.
- S.B.4 No.
- S.B.5 No.

4.3.2.14 *Did the teacher's comments reinforce the personal relationship between the teacher/ reader and the student/ writer?*

- S.B.1 No.
- S.B.2 No.
- S.B.3 No.
- S.B.4 No.
- S.B.5 No.

4.3.3 Feedback made orally in the interview

4.3.3.1 *Was there a student initiated discussion of the written comments in the journal?*

- S.B.1 No.
- S.B.2 No.
- S.B.3 No.
- S.B.4 No.
- S.B.5 No.

4.3.3.2 *If there was a student initiated discussion, what was its specific focus?*

- S.B.1 No.
- S.B.2 No.
- S.B.3 No.
- S.B.4 No.
- S.B.5 No.

4.3.3.3 *Was the feedback related to the feedback made in the student's text and/or in the teacher's written comments in order to explain it or reinforce it by further discussing what the student did well or needs to improve?*

- S.B.1 Yes. To the text (Explanation briefly)
- S.B.2 Yes. To the text (Praise)
- S.B.3 No.
- S.B.4 No.
- S.B.5 Yes. To the text (Explanation in short)

4.3.3.4 *Did the feedback attempt to further clarify, expand or reinforce the student's intended meaning?*

- S.B.1 No.
- S.B.2 No.
- S.B.3 No.
- S.B.4 No.
- S.B.5 No.

4.3.3.5 *Did the feedback mention specific recurrent grammatical errors made by the student?*

- S.B.1 No.
- S.B.2 No.

- S.B.3 No.
- S.B.4 No.
- S.B.5 No.

4.3.3.6 Was the feedback responding to statements, observations or opinions made by the student in the journal entry?

- S.B.1 No. Student just said “yes, I forgot, thank you”
- S.B.2 No.
- S.B.3 No.
- S.B.4 No.
- S.B.5 No. Student just said “hm, I am worried about grammar, thank you”

4.3.3.7 Was the feedback clarifying, expanding or reinforcing comments made by the teacher at the end of the student’s journal entry?

- S.B.1 No.
- S.B.2 No.
- S.B.3 No.
- S.B.4 No.
- S.B.5 No.

4.3.3.8 Was the feedback focused on the fluency of the student’s journal entry?

- S.B.1 Yes.
- S.B.2 No.
- S.B.3 No.
- S.B.4 Yes.
- S.B.5 Yes.

4.3.3.9 Did the feedback address the issue of the adequacy of the student’s response?

- S.B.1 No.
- S.B.2 No.
- S.B.3 No.
- S.B.4 No.
- S.B.5 No.

4.3.3.10 Was the content of the entry discussed?

- S.B.1 No. Just a bit.
- S.B.2 No. Just a little.
- S.B.3 No.
- S.B.4 Yes.
- S.B.5 No. Just a little.

4.3.3.11 Did the feedback positively reinforce the student’s effort in order to encourage the student to continue writing the way he/she did in the entry?

- S.B.1 No.
- S.B.2 Yes. “Good ! Because your journal is getting better and better”
- S.B.3 Yes. “That’s good!”
- S.B.4 No.
- S.B.5 Yes. “You just continue to write anyway. Okay, that’s good”

4.3.3.12 Did the feedback refer to what the student had written in previous entries?

S.B.1 No.

S.B.2 Yes. "I noticed that you write more than two pages. It is good"

S.B.3 No.

S.B.4 No.

S.B.5 No.

4.3.3.13 Did the teacher appear to make a concerted effort to provide oral feedback?

S.B.1 No.

S.B.2 No.

S.B.3 No.

S.B.4 No.

S.B.5 No.

4.3.3.14 Did the teacher's oral comments relate the student's performance to other areas or aspects of the overall course?

S.B.1 No.

S.B.2 No.

S.B.3 No.

S.B.4 No.

S.B.5 No.

4.3.3.15 Were the teacher's oral comments focused on encouraging the student's fluency/ production of more writing?

S.B.1 Yes.

S.B.2 Yes.

S.B.3 Yes.

S.B.4 Yes.

S.B.5 Yes.

4.3.3.16 Did the teacher's oral comments reinforce the personal relationship between the teacher/ reader and the student/ writer?

S.B.1 No.

S.B.2 Yes. "Good! Because your journal is getting better and better"

S.B.3 Yes. "That's good"

S.B.4 No.

S.B.5 Yes. "So you are worried about grammar / you continue to write anyway"

4.3.4 Feedback on the student's examination

4.3.4.1 Was the feedback related to the feedback made in the student's journal in order to explain it or reinforce it by further discussing what the student did well or needs to improve?

S.B.1 No.

S.B.2 No.

S.B.3 No.

S.B.4 No.

S.B.5 No.

4.3.4.2 Did the feedback attempt to further clarify, expand or reinforce the student's intended meaning?

S.B.1 No.

S.B.2 No.

S.B.3 No.

S.B.4 No.

S.B.5 No.

4.3.4.3 Did the feedback identify specific recurrent grammatical errors made by the student?

S.B.1 No.

S.B.2 No.

S.B.3 No.

S.B.4 No.

S.B.5 No.

4.3.4.4 If recurrent grammatical errors were identified, were these systematically related to the errors identified in the feedback to the student's journal?

S.B.1 No.

S.B.2 No.

S.B.3 No.

S.B.4 No.

S.B.5 No.

4.3.4.5 Was the feedback responding to statements, observations or opinions made by the student in the examination response?

S.B.1 No.

S.B.2 No.

S.B.3 No.

S.B.4 No.

S.B.5 No.

4.3.4.6 Was the feedback clarifying, expanding or reinforcing comments made by the teacher at the end of the student's examination response?

S.B.1 No.

S.B.2 No.

S.B.3 No.

S.B.4 No.

S.B.5 No.

4.3.4.7 Was the feedback focused on the fluency of the student's examination response?

S.B.1 No.

S.B.2 No.

S.B.3 No.

S.B.4 No.

S.B.5 No.

4.3.4.8 Did the feedback address the issue of the adequacy of the student's examination response?

S.B.1 No.

S.B.2 No.

S.B.3 No.

S.B.4 No.

S.B.5 No.

4.3.4.9 Was the content of the examination response discussed?

S.B.1 No.

S.B.2 No.

S.B.3 No.

S.B.4 No.

S.B.5 No.

4.3.4.10 Did the feedback positively reinforce the student's effort in order to encourage the student to continue writing the way he/she did in the examination?

S.B.1 No. Except for the mark of 19

S.B.2 No. Except for the mark of 26

S.B.3 No. Except for the mark of 22

S.B.4 No. Except for the mark of 26

S.B.5 No. Except for the mark of 22

4.3.4.11 Did the feedback refer to what the student had written in his/her journal?

S.B.1 No.

S.B.2 No.

S.B.3 No.

S.B.4 No.

S.B.5 No.

4.3.4.12 Did the teacher provide written feedback at the end of the text?

S.B.1 No.

S.B.2 No.

S.B.3 No.

S.B.4 No.

S.B.5 No.

4.3.4.13 Did the teacher's comments relate the student's performance to other areas or aspects of the overall course?

S.B.1 No.

S.B.2 No.

S.B.3 No.

S.B.4 No.

S.B.5 No.

4.3.4.14 Were the teacher's comments focused on encouraging the student's fluency/ production of more writing?

S.B.1 No.

S.B.2 No.

S.B.3 No.

S.B.4 No.
S.B.5 No.

4.3.4.15 Did the teacher's evaluation of the student's examination response reinforce the personal relationship between the teacher/ reader and the student/ writer?

S.B.1 No.
S.B.2 No.
S.B.3 No.
S.B.4 No.
S.B.5 No.

4.3.5 Teacher B's Overall Feedback Effectiveness

4.3.5.1 Was the teacher's feedback consistent and focused for each individual student at each stage of the feedback process?

S.B.1 No.
S.B.2 No.
S.B.3 No.
S.B.4 No.
S.B.5 No.

4.3.5.2 Was the teacher's feedback systematic in the way feedback was given to the group of students as a whole in terms of stressing fluency, stressing accuracy, making suggestions about content, building a relationship between the teacher and the students?

No. Teacher did not focus on the stress of the any feedback that made student improve their writing.

4.4 Analysis of Teacher C's feedback for Student C

4.4.1 Feedback written in the student's text

4.4.1.1 Did the feedback clarify the student's intended meaning?

S.C.1 Yes.
S.C.2 Yes.
S.C.3 Yes.
S.C.4 Yes.
S.C.5 Yes.

4.4.1.2 Did the feedback fix recurrent grammatical errors?

S.C.1 No.
S.C.2 Yes. Teacher used '*deleting and underlining*' when student wrote '*a my beautiful house*'. Teacher used '*underline*' on the words '*vahical*'.
S.C.3 Yes. Teacher used '*underline with the corrected sentence*' when student wrote '*You can see a lot of people smoking*'.
S.C.4 Yes. Teacher wrote '*There are a lot of places where we can do many activities/ thing*' when student wrote '*on the beach, play kite.....*'.
S.C.5 Yes. Teacher used '*underline*' when student wrote '*Everyone have*'.
Teacher wrote '*to+ infinitive verb*' when student wrote '*had to sat*'

4.4.1.3 Was the feedback responding to statements, observations or opinions made by the student?

S.C.1 Yes. Teacher wrote *“Thank you for your promise”* when student wrote *“I promise I will be a good student”*

S.C.2 No.

S.C.3 No.

S.C.4 No.

S.C.5 Yes. Teacher wrote *“Good point”* when student wrote *“what is important thing that I have to do”*

4.4.1.4 Was the feedback focused on the fluency of the entry?

S.C.1 No.

S.C.2 No.

S.C.3 No.

S.C.4 No.

S.C.5 No.

4.4.1.5 Did the teacher appear to make a concerted effort to provide written feedback in the text?

S.C.1 No.

S.C.2 Yes.

S.C.3 Yes.

S.C.4 Yes.

S.C.5 Yes.

4.4.2 Feedback comments at the end of the journal entry

4.4.2.1 Was the feedback related to the feedback made in the student's text in order to explain it or reinforce it by discussing what the student did well or needs to improve?

S.C.1 No.

S.C.2 No.

S.C.3 No.

S.C.4 No.

S.C.5 No.

4.4.2.2 Did the feedback attempt to further clarify, expand or reinforce the student's intended meaning?

S.C.1 No.

S.C.2 No.

S.C.3 No.

S.C.4 No.

S.C.5 No.

4.4.2.3 Did the feedback mention specific recurrent grammatical errors made by the student?

S.C.1 No.

S.C.2 No.

S.C.3 No.

S.C.4 No.

S.C.5 No.

4.4.2.4 Was the feedback responding to statements, observations or opinions made by the student in the entry?

S.C.1 No.

S.C.2 No.

S.C.3 No.

S.C.4 No.

S.C.5 No.

4.4.2.5 Was the feedback focused on the fluency of the student's journal entry?

S.C.1 No.

S.C.2 No.

S.C.3 No.

S.C.4 No.

S.C.5 No.

4.4.2.6 Did the feedback address the issue of the adequacy of the student's response?

S.C.1 No.

S.C.2 No.

S.C.3 No.

S.C.4 No.

S.C.5 No.

4.4.2.7 Was the content of the entry discussed?

S.C.1 No.

S.C.2 No.

S.C.3 No.

S.C.4 No.

S.C.5 No.

4.4.2.8 Did the feedback positively reinforce the student's effort in order to encourage the student to continue writing the way he/she did in the entry?

S.C.1 No.

S.C.2 No.

S.C.3 No.

S.C.4 No.

S.C.5 No.

4.4.2.9 Did the feedback refer to what the student had written in previous entries?

S.C.1 No.

S.C.2 No.

S.C.3 No.

S.C.4 No.

S.C.5 No.

4.4.2.10 Did the teacher appear to make a concerted effort to provide written feedback in the comments at the end of the text?

S.C.1 No.

S.C.2 No.

- S.C.3 No.
- S.C.4 No.
- S.C.5 No.

4.4.2.11 Did the teacher's written comments explicitly refer to comments made in the body of the student's text?

- S.C.1 No.
- S.C.2 No.
- S.C.3 No.
- S.C.4 No.
- S.C.5 No.

4.4.2.12 Did the teacher's written comments relate the student's performance to other areas or aspects of the overall course?

- S.C.1 No.
- S.C.2 No.
- S.C.3 No.
- S.C.4 No.
- S.C.5 No.

4.4.2.13 Were the teacher's comments focused on encouraging the student's fluency/ production of more writing?

- S.C.1 No.
- S.C.2 No.
- S.C.3 No.
- S.C.4 No.
- S.C.5 No.

4.4.2.14 Did the teacher's comments reinforce the personal relationship between the teacher/ reader and the student/ writer?

- S.C.1 No.
- S.C.2 No.
- S.C.3 No.
- S.C.4 No.
- S.C.5 No.

4.2.3 Feedback made orally in the interview

4.4.3.1 Was there a student initiated discussion of the written comments in the journal?

- S.C.1 Yes.
- S.C.2 Yes.
- S.C.3 Yes.
- S.C.4 No.
- S.C.5 Yes.

4.4.3.2 If there was a student initiated discussion, what was its specific focus?

- S.C.1 Yes. "Grammar use"
- S.C.2 Yes "the procedure of writing and the benefits of the written comment"
- S.C.3 Yes. "the writing method"

- S.C.4 No.
S.C.5 Yes. "the procedure of writing"

4.4.3.3 Was the feedback related to the feedback made in the student's text and/or in the teacher's written comments in order to explain it or reinforce it by further discussing what the student did well or needs to improve?

- S.C.1 Yes. To text / reinforcing.
S.C.2 No.
S.C.3 No.
S.C.4 No.
S.C.5 No.

4.4.3.4 Did the feedback attempt to further clarify, expand or reinforce the student's intended meaning?

- S.C.1 No.
S.C.2 No.
S.C.3 Yes.
S.C.4 Yes.
S.C.5 Yes.

4.4.3.5 Did the feedback mention specific recurrent grammatical errors made by the student?

- S.C.1 No.
S.C.2 No.
S.C.3 No.
S.C.4 No.
S.C.5 No.

4.4.3.6 Was the feedback responding to statements, observations or opinions made by the student in the journal entry?

- S.C.1 Yes. "I think it is very useful for me. I can develop myself for writing"
S.C.2 Yes. "Your comments show me about your interesting that you give me"
S.C.3 Yes. "It can improve my writing skills on English language."
S.C.4 Yes. "I think your comment is good, and I can improve my English skills..."
S.C.5 Yes. "the first comment that you give me; I have a good handwriting; it makes me write a good writing for you next time"

4.4.3.7 Was the feedback clarifying, expanding or reinforcing comments made by the teacher at the end of the student's journal entry?

- S.C.1 No.
S.C.2 No.
S.C.3 No.
S.C.4 No.
S.C.5 No.

4.4.3.8 Was the feedback focused on the fluency of the student's journal entry?

- S.C.1 No.
S.C.2 Yes.
S.C.3 Yes.
S.C.4 Yes.

S.C.5 Yes.

4.4.3.9 Did the feedback address the issue of the adequacy of the student's response?

S.C.1 No.

S.C.2 No.

S.C.3 Yes.

S.C.4 Yes.

S.C.5 Yes.

4.4.3.10 Was the content of the entry discussed?

S.C.1 No.

S.C.2 No.

S.C.3 Yes.

S.C.4 Yes.

S.C.5 Yes.

4.4.3.11 Did the feedback positively reinforce the student's effort in order to encourage the student to continue writing the way he/she did in the entry?

S.C.1 Yes.

S.C.2 Yes.

S.C.3 No.

S.C.4 Yes.

S.C.5 Yes.

4.4.3.12 Did the feedback refer to what the student had written in previous entries?

S.C.1 No.

S.C.2 No.

S.C.3 No.

S.C.4 No.

S.C.5 No.

4.4.3.13 Did the teacher appear to make a concerted effort to provide oral feedback?

S.C.1 No. Too brief.

S.C.2 Yes.

S.C.3 Yes.

S.C.4 Yes.

S.C.5 Yes.

4.4.3.14 Did the teacher's oral comments relate the student's performance to other areas or aspects of the overall course?

S.C.1 No.

S.C.2 No.

S.C.3 Yes.

S.C.4 Yes.

S.C.5 Yes.

4.4.3.15 Were the teacher's oral comments focused on encouraging the student's fluency/ production of more writing?

S.C.1 Yes. "But you understand how to improve the title"

S.C.2 Yes. "That's great"

S.C.3 Yes. "Do you write two full pages of journal every week?"

S.C.4 Yes. "Two full pages, two hours enough! Good let me know the procedure"

S.C.5 Yes. "Hmm...Good. Let me know your method"

4.4.3.16 Did the teacher's oral comments reinforce the personal relationship between the teacher/ reader and the student/ writer?

S.C.1 Yes. "grammar is the most difficult for you. But you understand how to Improve the title!"

S.C.2 Yes. "That's great"

S.C.3 No.

S.C.4 No.

S.C.5 No.

4.4.4 Feedback on the student's examination

4.4.4.1 Was the feedback related to the feedback made in the student's journal in order to explain it or reinforce it by further discussing what the student did well or needs to improve?

S.C.1 Yes.

S.C.2 Yes.

S.C.3 Yes.

S.C.4 No.

S.C.5 Yes.

4.4.4.2 Did the feedback attempt to further clarify, expand or reinforce the student's intended meaning?

S.C.1 Yes.

S.C.2 Yes.

S.C.3 Yes.

S.C.4 Yes.

S.C.5 Yes.

4.4.4.3 Did the feedback identify specific recurrent grammatical errors made by the student?

S.C.1 Yes.

S.C.2 Yes.

S.C.3 Yes.

S.C.4 No.

S.C.5 Yes.

4.4.4.4 If recurrent grammatical errors were identified, were these systematically related to the errors identified in the feedback to the student's journal?

S.C.1 Yes.

S.C.2 Yes.

S.C.3 Yes.

S.C.4 No.

S.C.5 Yes.

4.4.4.5 Was the feedback responding to statements, observations or opinions made by the student in the examination response?

S.C.1 Yes. "Thank you very much"

S.C.2 No.

S.C.3 No.

S.C.4 No.

S.C.5 No.

4.4.4.6 Was the feedback clarifying, expanding or reinforcing comments made by the teacher at the end of the student's examination response?

S.C.1 Yes. "clarifying, expanding and reinforcing"

S.C.2 Yes. "clarifying, expanding and reinforcing"

S.C.3 Yes. "reinforcing"

S.C.4 Yes. "reinforcing and expanding"

S.C.5 Yes. "expanding and reinforcing"

4.4.4.7 Was the feedback focused on the fluency of the student's examination response?

S.C.1 Yes.

S.C.2 Yes.

S.C.3 Yes.

S.C.4 Yes.

S.C.5 Yes.

4.4.4.8 Did the feedback address the issue of the adequacy of the student's examination response?

S.C.1 Yes. "Paragraph = Good"

S.C.2 Yes. "Very long paragraph. Divide it."

S.C.3 No.

S.C.4 No.

S.C.5 Yes. "O.K= Paragraph writing"

4.4.4.9 Was the content of the examination response discussed?

S.C.1 Yes. "Mind mapping = very good; Outlining = very good; Examples = good"

S.C.2 Yes. "Examples from book of Mumimu and real life"

S.C.3 Yes. "you can write it very well and give concrete examples"

S.C.4 Yes. "Is there any disadvantage for a good leader / advantage for bad leader?"

S.C.5 Yes. "Where are your leaders in the real world?"

4.4.4.10 Did the feedback positively reinforce the student's effort in order to encourage the student to continue writing the way he/she did in the examination?

S.C.1 Yes. "Well done! Second prize*/ you've got the second highest score"

S.C.2 No.

S.C.3 Yes. "Excellent job / First prize"

S.C.4 Yes. "Good. You follow the instruction; note taking, outlining and writing"

S.C.5 Yes. "O.K= Paragraph writing"

4.4.4.11 Did the feedback refer to what the student had written in his/her journal?

S.C.1 No.

S.C.2 No.

- S.C.3 No.
- S.C.4 No.
- S.C.5 No.

4.4.4.12 Did the teacher provide written feedback at the end of the text?

- S.C.1 Yes.
- S.C.2 Yes.
- S.C.3 Yes.
- S.C.4 Yes.
- S.C.5 Yes.

4.4.4.13 Did the teacher's comments relate the student's performance to other areas or aspects of the overall course?

- S.C.1 Yes.
- S.C.2 No.
- S.C.3 Yes.
- S.C.4 Yes.
- S.C.5 Yes.

4.4.4.14 Were the teacher's comments focused on encouraging the student's fluency/ production of more writing?

- S.C.1 Yes.
- S.C.2 Yes.
- S.C.3 Yes.
- S.C.4 Yes.
- S.C.5 Yes.

4.4.4.15 Did the teacher's evaluation of the student's examination response reinforce the personal relationship between the teacher/ reader and the student/ writer?

- S.C.1 Yes. "Well done! Congratulations"
- S.C.2 No.
- S.C.3 Yes. "Excellent job / First prize"
- S.C.4 Yes. "Good. You follow the instruction. Not taking, outlining and writing"
- S.C.5 Yes. "O.K= Paragraph writing"

4.4.5 Teacher C's Overall Feedback Effectiveness

4.4.5.1 Was the teacher's feedback consistent and focused for each individual student at each stage of the feedback process?

- S.C.1 No. Different in journal.
- S.C.2 Yes. At the same way
- S.C.3 Yes. At the same way.
- S.C.4 No. especially in the side of accuracy on examination.
- S.C.5 Yes. At the same way.

4.4.5.2 Was the teacher's feedback systematic in the way feedback was given to the group of students as a whole in terms of stressing fluency, stressing accuracy, making suggestions about content, building a relationship between the teacher and the students?

Yes. Teacher always fixed on fluency and accuracy. Mainly on fluency.

4.5 Analysis of Teacher D's feedback for Student D

4.5.1 Feedback written in the student's text

4.5.1.1 Did the feedback clarify the student's intended meaning?

S.D.1 No.

S.D.2 No.

S.D.3 No.

S.D.4 No.

S.D.5 Yes.

4.5.1.2 Did the feedback fix recurrent grammatical errors?

S.D.1 No.

S.D.2 No

S.D.3 No.

S.D.4 No.

S.D.5 Yes. Example: Using preposition; student wrote "*At beside of me*" Teacher used "**deleting**" on some words.

4.5.1.3 Was the feedback responding to statements, observations or opinions made by the student?

S.D.1 Yes. Teacher used "**underline with writing 'really?'**" when student wrote "*we really enjoyed this game*"

S.D.2 No.

S.D.3 No.

S.D.4 No.

S.D.5 No.

4.5.1.4 Was the feedback focused on the fluency of the entry?

S.D.1 No.

S.D.2 No.

S.D.3 No.

S.D.4 No.

S.D.5 No.

4.5.1.5 Did the teacher appear to make a concerted effort to provide written feedback in the text?

S.D.1 No.

S.D.2 No.

S.D.3 No.

S.D.4 No.

S.D.5 Yes.

4.5.2 Feedback comments at the end of the journal entry

4.5.2.1 *Was the feedback related to the feedback made in the student's text in order to explain it or reinforce it by discussing what the student did well or needs to improve?*

S.D.1 Yes. "your journal seems to be a narrative"

S.D.2 Yes. "I get your point but you should have written what you see first.."

S.D.3 Yes. "Your journal seems to be a narrative. However, I marked some sentences that was ok. So next time please write what you see"

S.D.4 Yes. "Your journal at the first half of the first page is ok"

S.D.5 Yes. "I sit a M.....I see officers. They put....."

4.5.2.2 *Did the feedback attempt to further clarify, expand or reinforce the student's intended meaning?*

S.D.1 Yes. "clarifying"

S.D.2 Yes. "clarifying"

S.D.3 Yes. "clarifying and reinforcing"

S.D.4 Yes. "clarifying and reinforcing"

S.D.5 Yes. "clarifying and expanding"

4.5.2.3 *Did the feedback mention specific recurrent grammatical errors made by the student?*

S.D.1 No.

S.D.2 No.

S.D.3 No.

S.D.4 No.

S.D.5 Yes.

4.5.2.4 *Was the feedback responding to statements, observations or opinions made by the student in the entry?*

S.D.1 No.

S.D.2 No.

S.D.3 No.

S.D.4 No.

S.D.5 No.

4.5.2.5 *Was the feedback focused on the fluency of the student's journal entry?*

S.D.1 No.

S.D.2 Yes.

S.D.3 Yes.

S.D.4 Yes.

S.D.5 No.

4.5.2.6 *Did the feedback address the issue of the adequacy of the student's response?*

S.D.1 No.

S.D.2 No.

S.D.3 No.

S.D.4 No.

S.D.5 No.

4.5.2.7 Was the content of the entry discussed?

S.D.1 Yes. "your journal seems to be a narrative"

S.D.2 Yes. "you should have written what you see first..."

S.D.3 Yes. "your journal seems to be a narrative"

S.D.4 Yes. "the rest seems to be a narrative. So please write what you see..."

S.D.5 No.

4.5.2.8 Did the feedback positively reinforce the student's effort in order to encourage the student to continue writing the way he/she did in the entry?

S.D.1 Yes. (statement) "I am happy to hear that you enjoy playing this game"

S.D.2 No.

S.D.3 Yes. (statement) "I'm glad to hear that this game is advantage for you"

S.D.4 Yes. "your journal at the first half of the first page is ok."

S.D.5 No.

4.5.2.9 Did the feedback refer to what the student had written in previous entries?

S.D.1 No.

S.D.2 No.

S.D.3 No.

S.D.4 No.

S.D.5 No.

4.5.2.10 Did the teacher appear to make a concerted effort to provide written feedback in the comments at the end of the text?

S.D.1 Yes. 6 sentences long.

S.D.2 No. 1 sentence long.

S.D.3 Yes. 12 sentences long.

S.D.4 No. 3 sentences long.

S.D.5 Yes. 7 sentences long.

4.5.2.11 Did the teacher's written comments explicitly refer to comments made in the body of the student's text?

S.D.1 No.

S.D.2 No.

S.D.3 No.

S.D.4 No.

S.D.5 Yes. Using a full stop "you see! Not putting a comma, it must be a full stop"

4.5.2.12 Did the teacher's written comments relate the student's performance to other areas or aspects of the overall course?

S.D.1 No.

S.D.2 No.

S.D.3 No.

S.D.4 No.

S.D.5 No.

4.5.2.13 Were the teacher's comments focused on encouraging the student's fluency/production of more writing?

S.D.1 Yes. "However, I got useful information from it"

S.D.2 Yes. "Actually I get your point"

- S.D.3 Yes. "I marked some sentences that was ok."
 S.D.4 Yes. "your journal at the first half of the first page is ok"
 S.D.5 No.

4.5.2.14 Did the teacher's comments reinforce the personal relationship between the teacher/ reader and the student/ writer?

- S.D.1 Yes. "It doesn't work, it's ok. We just try" Have a nice weekend!"
 S.D.2 Yes. "Have a nice weekend"
 S.D.3 Yes. "I mean don't worry if you do sth wrong when you play game"
 S.D.4 Yes. "Have a nice weekend"
 S.D.5 Yes. "If you have any question, please ask me in class. Good luck"

4.5.3 Feedback made orally in the interview

4.5.3.1 Was there a student initiated discussion of the written comments in the journal?

- S.D.1 Yes.
 S.D.2 Yes.
 S.D.3 No.
 S.D.4 No.
 S.D.5 No.

4.5.3.2 If there was a student initiated discussion, what was its specific focus?

- S.D.1 Yes. "The procedure of writing"
 S.D.2 Yes. "improving in writing grammar"
 S.D.3 No.
 S.D.4 No.
 S.D.5 No.

4.5.3.3 Was the feedback related to the feedback made in the student's text and/or in the teacher's written comments in order to explain it or reinforce it by further discussing what the student did well or needs to improve?

- S.D.1 No.
 S.D.2 No.
 S.D.3 No.
 S.D.4 No.
 S.D.5 No.

4.5.3.4 Did the feedback attempt to further clarify, expand or reinforce the student's intended meaning?

- S.D.1 Yes. "reinforcing"
 S.D.2 No.
 S.D.3 Yes. "clarifying"
 S.D.4 No. A little bit.
 S.D.5 No. Just a little.

4.5.3.5 Did the feedback mention specific recurrent grammatical errors made by the student?

- S.D.1 No.
 S.D.2 No.

S.D.3 No.
S.D.4 No.
S.D.5 No.

4.5.3.6 Was the feedback responding to statements, observations or opinions made by the student in the journal entry?

S.D.1 No.
S.D.2 No.
S.D.3 No.
S.D.4 No.
S.D.5 No.

4.5.3.7 Was the feedback clarifying, expanding or reinforcing comments made by the teacher at the end of the student's journal entry?

S.D.1 No.
S.D.2 No.
S.D.3 No.
S.D.4 No.
S.D.5 No.

4.5.3.8 Was the feedback focused on the fluency of the student's journal entry?

S.D.1 Yes.
S.D.2 Yes.
S.D.3 No.
S.D.4 Yes.
S.D.5 No.

4.5.3.9 Did the feedback address the issue of the adequacy of the student's response?

S.D.1 No.
S.D.2 Yes. "two full pages is a lot of pages, but now it is a few"
S.D.3 Yes. "I feel good, but in the past two pages is difficult for me"
S.D.4 Yes. "I think two pages is too much if you said the first week.."
S.D.5 No.

4.5.3.10 Was the content of the entry discussed?

S.D.1 No.
S.D.2 No.
S.D.3 No.
S.D.4 No.
S.D.5 No.

4.5.3.11 Did the feedback positively reinforce the student's effort in order to encourage the student to continue writing the way he/she did in the entry?

S.D.1 Yes. "I think your grammar is quite good"
S.D.2 No.
S.D.3 No.
S.D.4 No.
S.D.5 No.

4.5.3.12 Did the feedback refer to what the student had written in previous entries?

S.D.1 No.

S.D.2 Yes. "What do you think about journal so far?"

S.D.3 Yes. "I feel good, but in the past... two pages is difficult for me"

S.D.4 Yes. "two pages is too much if you said the first week"

S.D.5 Yes. "I can review another subject / I can improve my grammar"

4.5.3.13 Did the teacher appear to make a concerted effort to provide oral feedback?

S.D.1 No. Too brief in the explanation.

S.D.2 No.

S.D.3 No.

S.D.4 No.

S.D.5 No.

4.5.3.14 Did the teacher's oral comments relate the student's performance to other areas or aspects of the overall course?

S.D.1 No.

S.D.2 No.

S.D.3 No.

S.D.4 No.

S.D.5 No.

4.5.3.15 Were the teacher's oral comments focused on encouraging the student's fluency/ production of more writing?

S.D.1 Yes.

S.D.2 Yes.

S.D.3 No.

S.D.4 Yes.

S.D.5 No.

4.5.3.16 Did the teacher's oral comments reinforce the personal relationship between the teacher/ reader and the student/ writer?

S.D.1 Yes "I think your grammar is quite good. You don't have any problem about it"

S.D.2 No.

S.D.3 Yes. "I feel good"

S.D.4 No.

S.D.5 No.

4.5.4 Feedback on the student's examination

4.5.4.1 Was the feedback related to the feedback made in the student's journal in order to explain it or reinforce it by further discussing what the student did well or needs to improve?

S.D.1 No.

S.D.2 No.

S.D.3 No.

S.D.4 No.

S.D.5 No.

4.5.4.2 Did the feedback attempt to further clarify, expand or reinforce the student's intended meaning?

- S.D.1 No.
- S.D.2 No.
- S.D.3 No.
- S.D.4 No.
- S.D.5 No.

4.5.4.3 Did the feedback identify specific recurrent grammatical errors made by the student?

- S.D.1 Yes.
- S.D.2 Yes.
- S.D.3 Yes.
- S.D.4 Yes.
- S.D.5 Yes.

4.5.4.4 If recurrent grammatical errors were identified, were these systematically related to the errors identified in the feedback to the student's journal?

- S.D.1 Yes.
- S.D.2 Yes.
- S.D.3 Yes.
- S.D.4 Yes.
- S.D.5 Yes.

4.5.4.5 Was the feedback responding to statements, observations or opinions made by the student in the examination response?

- S.D.1 No.
- S.D.2 No.
- S.D.3 No.
- S.D.4 No.
- S.D.5 No.

4.5.4.6 Was the feedback clarifying, expanding or reinforcing comments made by the teacher at the end of the student's examination response?

- S.D.1 Yes. "Clarifying and expanding"
- S.D.2 Yes. "Clarifying"
- S.D.3 Yes. "Clarifying"
- S.D.4 Yes. "Clarifying"
- S.D.5 Yes. "Clarifying"

4.5.4.7 Was the feedback focused on the fluency of the student's examination response?

- S.D.1 No.
- S.D.2 No.
- S.D.3 No.
- S.D.4 No.
- S.D.5 No.

4.5.4.8 Did the feedback address the issue of the adequacy of the student's examination response?

- S.D.1 No.
- S.D.2 No.
- S.D.3 No.
- S.D.4 No.
- S.D.5 No.

4.5.4.9 Was the content of the examination response discussed?

- S.D.1 No.
- S.D.2 No.
- S.D.3 No.
- S.D.4 No.
- S.D.5 No.

4.5.4.10 Did the feedback positively reinforce the student's effort in order to encourage the student to continue writing the way he/she did in the examination?

- S.D.1 No.
- S.D.2 No.
- S.D.3 No.
- S.D.4 No.
- S.D.5 No.

4.5.4.11 Did the feedback refer to what the student had written in his/her journal?

- S.D.1 No.
- S.D.2 No.
- S.D.3 No.
- S.D.4 No.
- S.D.5 No.

4.5.4.12 Did the teacher provide written feedback at the end of the text?

- S.D.1 Yes. "Be careful about – Singular / Plural N."
- S.D.2 Yes. "Be careful about – wrong spelling"
- S.D.3 Yes. "Be careful about – wrong spelling"
- S.D.4 Yes. "Another + Singular Noun"
- S.D.5 Yes. "Be careful about – wrong spelling; Singular /Plural Pronouns"

4.5.4.13 Did the teacher's comments relate the student's performance to other areas or aspects of the overall course?

- S.D.1 No.
- S.D.2 No.
- S.D.3 No.
- S.D.4 No.
- S.D.5 No.

4.5.4.14 Were the teacher's comments focused on encouraging the student's fluency/production of more writing?

- S.D.1 No.
- S.D.2 No.
- S.D.3 No.

S.D.4 No.
S.D.5 No.

4.5.4.15 Did the teacher’s evaluation of the student’s examination response reinforce the personal relationship between the teacher/ reader and the student/ writer?

S.D.1 No.
S.D.2 No.
S.D.3 No.
S.D.4 No.
S.D.5 No.

4.5.5 Teacher D’s Overall Feedback Effectiveness

4.5.5.1 Was the teacher’s feedback consistent and focused for each individual student at each stage of the feedback process?

S.D.1 No. Especially in the examination.
S.D.2 Yes. (little given)
S.D.3 No. Different in the examination.
S.D.4 No. Different in the examination.
S.D.5 No. Different in the examination.

4.5.5.2 Was the teacher’s feedback systematic in the way feedback was given to the group of students as a whole in terms of stressing fluency, stressing accuracy, making suggestions about content, building a relationship between the teacher and the students?

Yes. Teacher mostly focused on accuracy.

4.6 Discussion of the four teachers’ feedback; how many times a student teacher have a “Yes” response to a question from the fifty-two questions.

4.6.1 TABLE of a “Yes” response with the percentage of each teacher

	Teacher A	Teacher B	Teacher C	Teacher D
Student 1	27	3	23	19
Student 2	25	5	21	16
Student 3	28	3	25	16
Student 4	23	3	21	15
Student 5	26	5	28	14
Average	51.6	7.6	47.2	32

4.6.2 TABLE of average scores of the 5 students of each teacher in the mid – term examination (30 score)

	Teacher A	Teacher B	Teacher C	Teacher D
Student 1's score	19	19	26	25
Student 2's score	24	26	20	25
Student 3's score	21	22	27	25
Student 4's score	16	26	23	25
Student 5's score	23	22	22	26
Average	20.6	23	23.6	25.2

Analysis from the Table

1. What types of feedback are used in teaching and evaluating writing in the Practicum course at Assumption University?

From the table, it was clear that teacher A and teacher C made a lot of useful feedback (51.6% and 47.2%) to the students to improve their writing. All of the feedback on journal, interview and mid-term examination that the two teachers made were clear and effective to the students in both accuracy and fluency. However, it can be seen that when both of the teachers gave the students a chance to clarify the teachers' evaluation by asking questions, all of the students always focused on the fluency and the adequacy more than the accuracy. First, in teacher A's class, students did not wonder about the grammar feedback or the comments that teacher A made on the journals; instead, the students turned to pay attention to the content (the appropriate method of evaluating description writing) and the length (two pages) instead. For instance, "I want to know why you want me to write two full pages", "I want to know do you read my entire journals?" "I don't understand the last comment that you said "a bit upset" at the end of the journal"etc. This implied that the students understood the corrections of grammar from teacher A's written feedback. Teacher A's data

indicates that students in class A were quite weak in grammar because the feedback fixed recurrent grammatical errors. Teacher A always gave a lot of corrections on the journals to expound about the grammatical mistakes. It was clear for students to understand teacher feedback on their journals because from the oral feedback teacher A's comments motivated and encouraged students to write two full pages and to focus on description writing. The result of the examination showed that teacher feedback on grammar reduced the number of errors. This suggests that students could improve the mistakes that always took place on paper. Importantly, most of the students could write better with two full pages and in one hour and twenty minutes. The effects of giving useful and effective feedback helped students improve their writing and have less correction from teacher A. Clearly, teacher A's giving consistent feedback motivated and encouraged the students to try to write better in the exam.

Likewise, teacher C gave useful and positive written feedback to the students. In their journal, there were several corrections of wrong spelling and grammatical mistakes. This indicated that students still made grammar errors; therefore, teacher C would emphasize this by reinforcing and giving clear feedback to help students understand correctly. However, teacher C gave students the opportunity to clarify her comments and asked what they wondered. What teacher found was that her comments were very useful for students to improve their grammar writing. Thus, teacher focused on the fluency (the procedure of writing) more than the accuracy (grammar). This showed that the feedback teacher C gave was clear and helpful to the students. However, the result of the exam appeared to suggest that students could improve the grammatical mistakes. This is based on the score 23.6/30 on average which was a high score. Of course, feedback that teacher added in the journal helped students understand grammar. There were some grammar corrections on the exam booklet, and at the end

of the exam teacher C focused on giving the score as well as on the correction of some grammatical mistakes and the making of written comments such as “good samples, excellent job.” This indicated that students could improve grammar from the journals with teacher feedback. Mostly, teacher C emphasized the fluency by reinforcement and praise.

On the other hand, Teacher B only gave oral feedback; just 7.6 percent to check their grammar understanding. Teacher B’s method was that she would explain to students in the text and ask students about some grammar that students had made mistakes in. However, teacher B did not try to give more feedback to explain grammar to students clearly; she just gave short suggestions to the students orally. There was no teacher feedback after the journal. Mostly, what teacher B fixed in the text was the accuracy to explain about the text. From the data, teacher B gave less feedback (7.6%). The average score was 23 /30. Although teacher B gave less feedback, especially verbal feedback, in the mid-term examination booklet students in class B achieved the good score (23/30) on an average. This was surprising as teacher B ignored giving the positive and efficient feedback to the students. Possibly, when teacher B did not use the feedback that supported students, teacher B might not be strict with giving the score to the students as the criteria because it was hardly seen that feedback supported students at all.

Feedback that teacher D gave to students on all the written work was mostly on accuracy more than fluency. However, feedback that teacher made was just 32%. However, the result of the exam showed that students in class D got the highest 25.2/30 average of the 4 teachers. This indicated that feedback which teacher D provided was useful and efficient in helping students to improve their writing skills.

However, although teacher D would make less feedback, students could write well as indicated by their score. This showed that teacher's feedback was beneficial to the students. It is possible that teacher D was not so effective as an evaluator in the mid-term examination.

2. How can the use of feedback be improved in the MA-Practicum at Assumption University?

From the analysis of the 52 areas of feedback above, teacher A could use both the verbal feedback and written feedback very well to clarify teachers' evaluation. In journal, teacher A wrote a lot of feedback to motivate or encourage the students to practice grammar writing. Then, at the end of the journal teacher A wrote short or long comments to the students to explain about what students did again; the short or long comment depended on each student's grammar writing. In the interview, teacher A reinforced the students' effort; (giving many clear samples in the way of description writing) to expound about what each student wondered. In the examination, teacher A mostly checked the grammar carefully by underlining, deleting, and circling the mistakes and rewriting the correct word; in giving the score teacher A did not still make it clear because teacher did not write the criteria on which the score was based.

Teacher B did not give much useful feedback to improve the students' writing because there was less teacher feedback that teacher B did.(no comment, encouragement, reinforcement). Supposing, if students in class B were good at grammar use or in describing the content required by the examination question, teacher should have reinforced and encouraged the students to continue doing it. When journals were without extensive corrections, students could not develop their

writing skills. In the interview, teacher B asked about what the student wrote wrong in the context of the journal. However, the method that teacher B used did not clarify, expand or reinforce the writing. That is, teacher B did not try to know or understand the mistakes in the students' writing. Then, in the exam, there was no teacher feedback except for the score and using the symbols to rewrite the mistake etc. Giving feedback like this could not help students to make progress in writing.

The feedback that teacher C gave to the students was similar to teacher A's. That is, in their journal teacher C was careful in checking. However, teacher C did not give comments after checking. In the interview, teacher C paid attention to the process of writing the journal because most students hardly had any grammar problems. In the examination, teacher C checked the wrong spelling and some grammatical mistakes. Importantly, after checking, teacher C wrote the short comment to give each student the score. (First prize, good paragraphs, excellent job) Teacher C's written feedback would help students know which part he/she had to improve.

Finally, teacher D gave different feedback on each journal; however, the feedback that she gave was to suggest the way of description in short at the end of the journal. In the text of one journal, mistakes were corrected carefully while in another one mistakes were underlined in just one sentence from two pages. The other three journals were not checked for mistakes at all. In the interview, teacher D asked a general question to know the development of writing since the first journal; for instance, "Do you think that grammar can improve writing so far?" etc. Later, in the examination booklet, teacher D's feedback was to give the sign; the circle or the mistake on the wrong grammar. That is, students had to find the answers by themselves.

Feedback that ABAC practice teachers used was a variety of verbal feedback and written feedback. But there seems to be no pattern of consistency used by the teachers as a group. In checking teachers should design the feedback that was suitable for what teachers want to measure as the criteria first. More importantly, teachers must be consistent, careful in giving useful and helpful feedback on the text; especially grammar and the content. In giving feedback, ABAC practice teachers have to think of a two- way process in giving and getting the feedback. Importantly, teachers have to follow up on the feedback given in one piece of work in the course. This helps the students understand and apply it to the various pieces of the learning experience together. For example, the teacher's comment inside the student's text should be supported and even expanded clearly at the end of journal; however, all four teachers must think of the feedback that is timely, actionable meaningful and attainable for the students. In their interviews, the four teachers ought to continue interviewing to give students a chance to clarify or reinforce any impressions he or she may have of the teacher's evaluation. However, feedback should be carried out consistently to help the students improve their grammar writing more quickly; especially teacher A and C were rather complete in giving feedback. That is, feedback that they made showed that teachers cared about the student's writing. What both of them have to improve is to follow up the written work with more feedback in order to know students' problems and interests in improving their writing. Teachers B and D have to use helpful feedback to explain about the mistakes easily and clearly; otherwise, both of them could not measure students' grammar ability.

4.7 Overall Discussion of Each Teacher's Feedback

Teacher A

When teacher A checked all of the students' writing journals, teacher A would use several symbols to correct the wrong sentences such as rewriting, circling, underlining, the question mark, and writing the comments after checking to make suggestions to students. For instance, when student 1 did not write two full pages, teacher A wrote the question mark. After that, she encouraged the student and explained about the description. However, teacher A did not sign her name on his work. This indicated that teacher A was strict to make student 1 practice expanding the journal. Feedback that teacher A explained was clear and helpful for students to understand, and it gave positive reinforcement; for example, in description writing some students wondered how they should write, and teacher A would explain about it in detail. Teacher A used the samples to make student imagine.

(See journal 1 in the Appendix)

*"This is a good journal * but it's good in it's own way. It doesn't meet my criteria *First, you didn't answer 'what do you see' I know you got confused. You must give me only the details of what you see! Not in the past, but in the present life, 'what do you see now' it can be a room, badminton court, person, car, everything ok? *Second, you didn't write "2 Full Pages" so I'm sorry but I can't sign your journal this week".*

This showed that teacher A expounded about it clearly and was strict in the rule to make the student try to write two full pages. In all five journals, teacher A followed the same method to motivate students. In checking, teacher A would fix and emphasize grammar in their writing, not the content. Even a little wrong point of grammar, teacher A did not ignore it. This indicated that teacher A was careful in checking; especially when she finished checking, she would write the extensive

comments. This depended on each person's mistakes. Teacher A used both written feedback and verbal feedback to make students clear. Moreover, in verbal feedback each student did not ask teacher A about teacher feedback on the grammatical mistakes; they paid attention to the content, for instance, about why teacher wanted them to write two full pages etc. This showed that students had no problem about written comments; they understood what teacher A corrected. In the examination, teacher A gave clear feedback to students; that is, when students wrote the wrong sentences, teacher A would rewrite it or delete it clearly. Teacher A tried to check it in detail. For some vague sentences, teacher A would give the symbol that students should revise and improve it again. Feedback that teacher A gave was quite complete, though she did not separate it such as into the outline, the paragraph etc. However, students could revise and improve their writing from teacher feedback. Feedback that teacher A gave could help students develop grammar, and it was easy and clear to understand.

Teacher B

Feedback that teacher B gave to students was not clear and helpful for students to improve their grammar. When teacher B checked students' journals, teacher B did not give any sign or written comments to indicate the wrong spelling and grammatical mistakes. For example, in student 1's journal when student 1 wrote in Thai because he did not know the vocabulary, teacher B did not make any symbol on it. Consequently, he would not try to write it again or to find the word; although he could not write appropriately and not describe for two full pages, teacher B did not comment or pay attention to his journal. In addition, when other students did not write two full pages; some used double space, some used only capital letters, teacher B did not write any comments on it. This was the feedback that could not help students revise and

improve. What happened was that students did not understand using tense and were not focused on grammar from verbal feedback because teacher B did not give any explicit feedback on the accuracy of their writing. In mid – term examination, teacher B gave the same small amount of correction; that is to say, teacher B just wrote the score on the examination booklet without any comment or explanations. This was negative feedback because students could not know how to improve their grammar, or which standard teacher B used to give marks. This feedback failed because students could not make progress. Teacher B did not emphasize checking both grammar and the content. The students would assume the teacher did not care and so the students may see no reason to care either.

Teacher C

When teacher C checked all of the journals, teacher C would use the circle, the question mark, the underline and write the short comment; agree and disagree (yes, no) in the context. For example, when student 4's sentences were rather redundant, teacher C rewrote them to make them brief. This was the guideline to make student practice writing. However, every journal that teacher C checked had teacher feedback in the point that student mainly wrote wrong. It was not checked in detail; one of the five students did not describe for two full pages, and there were several paragraphs in his journal. However, teacher C did not give any feedback to let student 4 improve the method of description writing. Above all, students followed the criteria. Therefore, teacher should have been strict in reading the journal; if any student did not write two full pages, teacher should not sign his / her work. However, most students said in their interviews they got benefits from teacher feedback; grammar and ideas to improve their writing. In the examination booklet, teacher C divided the comments to reflect the students' writing step by step to tell students which part was good; however,

teacher C did not check grammar carefully. However, she gave many comments after checking about the outline, how well the job was done by the student and explaining about the grammar. However, students could improve and expand the text in the exam, and importantly most students could use grammar better. Feedback that teacher C gave was rather successful for students. That is, students could apply it in their mid-term examination.

Teacher D

In the journals, teacher D did not correct the same way for each student; that is, in journal 1 teacher D just underlined one sentence and wrote the short comment, and then in journal 2 and journal 3 there was no teacher feedback on the grammatical mistakes. Still, she wrote the short comment; for instance, “you have to write what you see first” to explain the way of description writing. Later, in journal 4 she just used the tick in the right sentences; nevertheless, this method was not clear to understand because student 4 could not know clearly which part she had to improve. On the other hand, journal 5 was corrected carefully with deleting and rewriting of the mistakes. Moreover, teacher D inserted some words in sentences to make them more correct. Importantly, teacher D wrote comments to suggest to students how to use the method of description writing. Teacher D’s feedback was different for each student, but there was just student 5 who could revise or improve on the mistakes. In the examination booklet, every paper teacher D would explain about grammar; she picked a few mistakes to explain briefly. Nevertheless, in the context teacher D used the circle or the square to check the mistakes; still, teacher D did not delete, insert, or rewrite it. Teacher D’s method was to let students find the answer by themselves. Certainly, in the wrong spelling, students could check it in the dictionary, but they probably wanted to solve the grammatical mistakes that they did not know from

teacher D also. When teacher D gave feedback like this, students could not know how to improve because they did not know the causes of their problems.

4.8 Conclusion of Discussion of Overall Feedback

The courses were taught with a fluency-first approach. Such an approach impacted the degree to which explicit grammatical feedback was given as such feedback is more appropriate in an accuracy-first approach. Having said this, it is still clear that two of four teachers did address grammatical accuracy issues in their feedback. The examination results of the students of these two teachers were not significantly different to the results for the other two groups of the students who received more explicit and extensive grammatical feedback.

The similarity of the results may be because grammatical feedback takes time to produce results more than the seven week over which the four teachers' feedback was studied. It is also possible that students who received both accuracy and fluency feedback needed more time to integrate the more extensive feedback they received as compared to the more simple feedback the students of the other two teachers received. The most important findings of this research was that teachers with little experience or guidance on giving feedback seemed to provide feedback as a group in different ways that were more indicative of personal decisions that each teacher made than of the aims of the Basic English course that they taught. As students may have discussed their work with students in other sections, this inconsistency may have undermined the effectiveness of the course which tried to focus on getting students to write more and focus on particular thinking skills, related to their real world and experience.

Chapter Five

Conclusion

This chapter summarizes the findings of the study. It also discusses the limitations of the study and makes several recommendations for further research.

Restatement of Research Questions of the Study

5.1 Research Questions

1. What types of feedback are used in teaching and evaluating writing in the Practicum course at Assumption University?
2. How can the use of feedback be improved in the MA-Practicum Assumption University?

5.2 Summary of the Main Findings of the Study

5.2.1 What types of feedback are used in teaching and evaluating writing at Assumption University in Basic English course?

Among the 4 teachers, different feedback systems were used; students do not seem to have received explicit direction. This variety is indicated by the facts that:

- In checking on the mid-term examination, teacher A just gave the feedback in detail on the accuracy; in contrast, teacher A did not criticize or explain about the text in terms of the fluency and the adequacy of students' paragraph (good or bad / necessary to improve or not and etc.)
- In the interview, teacher B did not clarify the grammatical mistakes that students made.
- In teacher C's checking of the journals, when student 1 wrote many paragraphs, teacher C did not give any comment to make him reorganize his text.

- In teacher D's checking of the mid-term examination, teacher D would make the signs (the square and the circle) to let students find the answers by themselves.

Within each teacher's feedback, there seems to be inconsistencies:

- Teacher B did not give any feedback to let students improve their writing; except for the score.
- Teacher C did not fix the grammatical mistakes in detail in the journals.
- Teacher D's checking the journal was inconsistent; one was checked in detail, one had no teacher feedback on the wrong grammar.

In fact, some teachers, such as, teacher B did not provide much focused feedback at all. While the result of the students' mid-term examination indicated no immediate harm from this, it could be expected that such a lack of guided and focused feedback will have longer negative backwash on the students.

As long as a teacher uses a principled and consistent method of feedback, the problem seems to be linked in the short term. No teacher actually focused clearly and in detail on any feedback designed to elicit more language product from the students or on what seems to be a feedback method which is designed to engage his/ her students in writing more effectively in a fluency-first approach.

5.2.2 How can the use of feedback be improved at Assumption University?

Timely

- This study only looked at half a semester, as the focus was on 4 teachers who only taught a half of semester. The researcher only looked at the tendency or overall emphasis- not - fluency and accuracy could work together.
- It only looked at Practicum teachers who were inexperienced.

- It only looked at a fluency-first based course.

None of the 4 teachers gave perfect feedback to students; and this may be because of the reasons above. Still, the feedback that ABAC practice teacher use should depend on time spent in formal feedback (written commentary) and informal (verbal feedback) to check grammar. That is, when feedback is timely, students can use it for subsequent learning.

Grammar feedback on writing should pay more attention to what teachers have to improve, such as to clarify teacher feedback on the grammatical mistakes. Teachers should have a systematic method for correction of students' writing. As a result, teachers need to train and emphasize about consistent formal and informal feedback to help student understand grammar by following up the previous written work, and teachers ought to give feedback as a two-way communication. Therefore, the checklist is one remedy for ABAC practice teachers to develop effective feedback to students.

5.3 Limitations of the study

In this study, the researcher was limited by the small sample of teachers analyzed. The results of the study are only suggestive of some general tendencies. One of the obstacles and limitations was that the researcher encountered time constraints. That is, the researcher made four steps to get data collection, so each part was produced in a hurry. Consequently, when this study collected the data in a short period of time with four teachers and twenty students, the effects of teacher feedback on students' written grammar might not have been fully discussed.

5.4 Recommendation for Further Research

To get more useful feedback further research ought to devote more time to collecting the data and extend the number of teachers and students so that it will provide more generalized results. The diversity of giving feedback in checking will be beneficial for teachers to develop in giving useful feedback to students, and students will be able to improve their writing more quickly.

The researcher believes that these methods will provide the new data to improve giving feedback on written work, and the positive way to support students to develop their writing skills. Especially, this study suggests more emphasis to train the practice teachers to know how to give the helpful feedback in both fluency and accuracy to students. More importantly, giving feedback will successfully be one of the important and necessary points for teachers to develop in teaching grammar writing, and it is hoped that other teachers may also benefit from the insights the study has provided.

5.5 Conclusion

This study investigated teacher feedback on students' written work at Assumption University. The result of the study showed that successful feedback which was used in the journal and the mid – term examination booklet were of teacher A and teacher C. Nevertheless, the findings revealed that teacher A and teacher C built a method to support the useful and helpful feedback to the students. Integrated feedback that both of them did on journals, interview, mid – term examination could lead students to the more correct understanding of grammar use. That is, there was less corrections on the examination booklet; on the other hand, teacher A used the ticks for the correct paragraphs; teacher C reinforced students who wrote well by encouraging students with the positive feedback (praise). This showed that students could improve the

fluency, the accuracy and the adequacy in their writing better. In contrast, teacher B and teacher D did not focus on the extensive correction of grammatical mistakes. This may create a less motivated and more confused student when teachers gave students unclear feedback. That is, most of the feedback given by teacher B was only to write the score. Likewise, most feedback that students D received was to find the answer by themselves. Therefore, good feedback should be a two – way process to make both teacher and students understand the same point. Of course, clear and efficient feedback can motivate students to improve their grammar more quickly.



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(<http://www.flinders.edu.au/teach/t41/assess/feedback.php>)

(<http://www.answers.com/topic/feedback>)

APPENDIX



The Journal Feedback Occurred in the 5th Week and the Exam was in the 7th Week of the Course

Teacher A

Date: On 11 July, 2008

Time: 12.30-14.00 p.m.

Place: S building, Room 22

Name of the Teacher: Thet

Interviewed Students:

1. Wachira Srepipat
2. Jarucha Kongkunaporn
3. Nattapon Phucharoen
4. Siribun Sudijai
5. Pacharawadee Srirongrach



What do you see in "old school"

My school's name is Bodindaecha 2. I came in this school of 10th grade. It was very difficult, because many students really want to study at Bodindaecha 2 school. Bodindaecha 2 is in the 1st or 2nd Pattanikorn Road. Bodindaecha 2 have very bad guys and many all types. The way my school is very famous. So, I'll tell you about that.

First of all Bodindaecha 2 had many great teachers. When you learned with good teacher, you will be more easy to understand. And if you don't understand something, you can talk with teacher all the time. Teacher always be happy for ask your question.

Friends, Because Bodindaecha 2 must be pass the exam then you can admit in this school. So, the student in Bodindaecha 2 are good, but we have somebody admit to school by a label. And my best friend he admit to Bodindaecha 2 by admit too. My best friend's name Bomb. I found him on matthayom 1, he and me started play badminton with him he's my close friend. We going to other class together. His habit is very good, he takes care every friends.

When I pass to matthayom 2, we are change the class, it's in matthayom 2/5 and his in matthayom 2/3 but we're still close friend, because we must practise badminton together everyday. Now, we're hang out badminton both because we have something is more important than badminton. It's study. We use almost the time for study, because we are close to the entrance exam. It's very important for every student who study in matthayom 6.

Second year in Bodindaecha 2 I think this year is very exciting for me. This year we have many activities and every activities are very funny and exciting. First activities is Sarnapit's day, because every level in Bodindaecha 2 must have a show. My level show the story of Phra Prapanch, so we have to chose someone to act for every character. Jochai is coming to me. One day, on June 2 and my friends were reading the books, teacher came to me and told me about that show and a girl is, she want me for act in that show and I can't refuse. The show will be on tomorrow. I haven't enough the time for practice. The show must show in a platform. I'm very shine, because too many audience about 4,000 persons (my school have about 4,000 students) and every students must to line up in front of the platform everyday when they went to school. After the show is end I'm very very very shine, because I'm a boy and never act in front of 4,000 person. If you're me, you will thinking like me sure, well! could be

At the last year in Bodindaecha 2 I'm very regret. because This year is the last year in Bodindaecha 2, I stay at Bodindaecha 2 in 6 years. I'm very bind to this school. Bodindaecha 2 is not teach you the knowledge only but it's teach you about friendship, morality, responsibility and everything for change you to the great student and great people.



Pom!

This is a good journal * but it's good in it's own way. It doesn't meet my criteria. * First, you didn't answer "what do you see". I know you got confused. You must give me only the details of what you see! Not in the past, but in the present life, "what do you see now". It can be a room, badminton court, person, car, everything, ok? * Second, you didn't write "2 FULL PAGES". So, I'm sorry but I can't sign your journal this week.

1. Interview between Teacher A and Student A 1

Teacher: I gave you comments to your journal every week, so do you have any question about your journal or comments?

Student : I have one question about the journal, why the topic is “what do you see” every week?

Teacher: So you mean “why the topic is what do you see”? every week right?

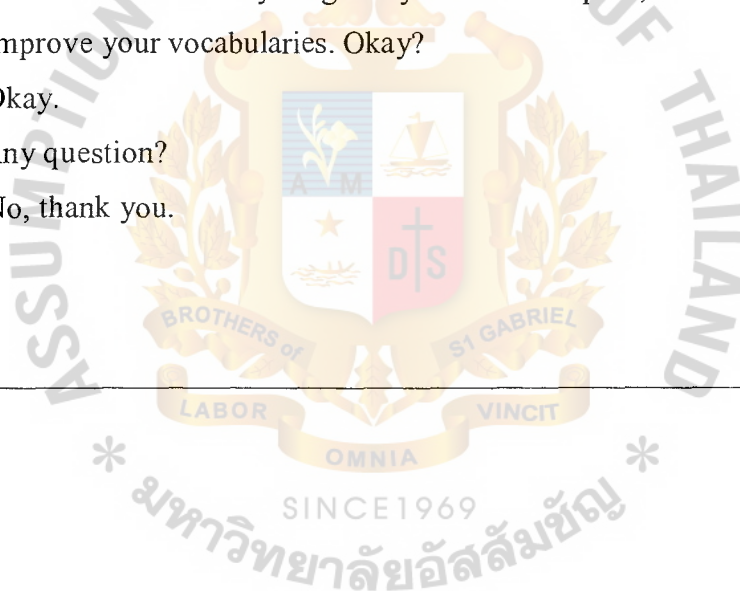
Student : Yeah! , just only “what do you see” not my feelings or not what other things?

Teacher: Okay, we choose the topic for the vocabularies buildings ok? To make you gain more vocabularies. And this kind of journal is not about feelings. It is a descriptive journal, you have to describe everything that you see, the classroom or, let's say one place 'in the park' so you have to describe everything that you see in the park, so it helps you to improve your vocabularies. Okay?

Student : Okay.

Teacher: Any question?

Student : No, thank you.



Analysis of Teacher A's Written Feedback on Student A1

- Teacher circled the words such as *"I and my friends, very"*
- Teacher underlined the words and the sentences *"will to be, more easy, for ask, his habit is very good, must to practice, that show and a gist is, shine, 4,000 persons"*
- Teacher wrote the correct word above the wrong word such as *"went, shy, were, sad"*.
- Teacher used the symbol of the question mark "?" on the blank area.
- Teacher wrote the word *"well! Could be"* in the last sentence before writing the conclusion.
- Teacher showed her feelings on student 1's journal after checking.

Analysis of Teacher A's Verbal Feedback on Student A1

- Teacher gave student 1 a chance to ask what he wondered on the journal and comments. In contrast, she asked 'why the topic is "what do you see" every week? Besides, he asked teacher why he had to write only topic "what do you see" not his feelings or not other things.

Discussion of Journal Feedback

- First, student 1 wrote the title to describe; nevertheless, he could not write two full pages as the criteria. In his writing there were a lot of grammatical mistakes; still, teacher A gave student 1 feedback to solve it rather easily and clearly to understand.

For example,

- Using Auxiliary verb + verb 1 such as will, must, has to/ have to, should.
- Using Article 'the' in front of 'most'
- Using the comparative rightly 'easier'
- Changing the word to make the sentence clearer 'to answer'
- Changing the tense 'went' instead 'going' to tell the event in the past.
- Changing the sentence to make it more correct 'he has a good habit'.
- Ordering the word 'my friends and I'
- Using the correct tense and 't' after comma 'my friends and I were reading the books, teacher came to see me and told me that.....'
- Showing the feelings to motivate student 'oh, um!, good, well done, could be'
- Rewriting in error; when student 1 wrote it wrong for two times'; I'm very shine;

- (shy or ashamed) to let student 1 choose any word.
- Using the structure of if-clause; the past and future in the past; were and would (If you were me, you would think like me sure)
 - Using the adjective after verb to be or linking verb 'I'm very sad'.
 - Writing the question mark when student 1 did not write two full pages.

Nevertheless, after teacher finished checking, teacher wrote a long comment to encourage student 1 by writing **'this is a good journal'**, and teacher A suggested student 1 to write it as a description writing correctly. Teacher told student 1 'you have to write in what you see in detail, not in the past, but student 1 has to describe the present life'. Most importantly, teacher gave him many samples to put his ideas such as a room, badminton course, person, car, everything. Then, teacher A emphasized that student 1 did not write '2 full pages'; therefore, she said 'sorry' and could not sign the journal this week.

What teacher A explained to student 1 about the tense use or the criteria was easy to understand, and of course he knew the reason why teacher A did not sign his work, although he wrote almost two full pages. However, this is the feedback to make him try to write every line; teacher A was so strict in the rule, this will make student 1 follow it strictly to do it rightly in order to get her signature next time. In addition, it indicated that teacher A read all lines. Possibly, student 1 will be more careful in writing such as tense use, spelling, punctuation, word order, auxiliary verb + verb 1 and etc when teacher A checked it in detail and gave the easy symbols to understand.

Discussion of Verbal Feedback

Teacher gives the student 1 the opportunity to clarify the teachers' evaluation by asking questions. This puts the onus on the student to control the topic and the refuse may explain the brevity of the spoken feedbacks session. However, the student does ask about the reason for only writing what he sees. This suggests the student has not understood the rationale for five tasks, but now after 5 weeks he wants to know. The teacher's explanation seems to satisfy the student now, as student 1 says 'Okay' and has no more questions.



ASSUMPTION UNIVERSITY

SUBJECT BASIC ENGLISH

SEC. 803 - 812

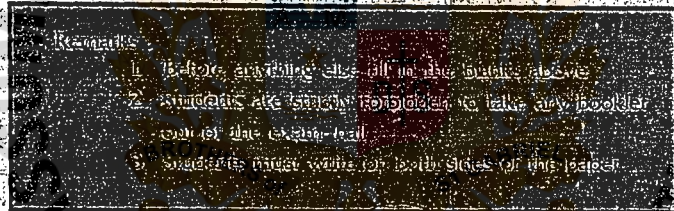
NAME Wachira Srepipat

CODE 5117101

DATE 16 July 2008

ROOM 5-22

QUESTIONS	MARKS
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
TOTAL	
MAXIMUM	



INSTRUCTOR

note

* good leader

* bad leader

- honest

- lie

- kindness

- self-fish

* relationship between - Mumimu and friends

outline

Intro: I want to write about the meaning of good leader and bad leader. It must to have habit and personality appropriate with good leader and bad leader

write

Body: I will write about relationship between Mumimu and friends. When I live in dangerous place so, I know who is good friend and bad friends. I think good friend, that's same a good leader

Conclusion: My idea and my opinion about good leader and bad leader in The Book of Mumimu and my country

In the Book of Mumimu, I think Mumimu is a good leader because the good leader. It has to not self-fish, this is first thing and honest. A leader has personality, this one your city and country is a good and in fact. I think in the present my country may be to have bad leader because in society has lowest economic, every thing has expensive price and bad environment. I think it will continue my country is very bad. It may be will to have a war in country.

The good leader is very important in every place because now everybody has a lot of friends. In the group friends, almost it must to have a leader's friend in group. If you haven't a leader, you should to have a leader. Leader's friends should to find when we have dangerous place or have a lot of problem. Who is help me and who is help to solve the problem. That's good friends and good leader in group friends.

In the Book of Mumimu, it has bad leader is "Marling" because when he came to in Nalnocni, this city is very bad. People is worried and upset. I think, Nalnocni may be same my country in the present. Marling want to everybody if enslave but everybody do not want that.

I think, Good leader ~~may be~~ is Mumimu because in situation, it's flood. Mumimu help to Patmini everything until safe moreover when they are live in unknown forest, Mumimu's take care Patmini. The first, Patmini hates Mumimu. She want to him is fall in love. for what she want, she will order to Mumimu is do everything because she know, Mumimu is nice and intelligent.

In the my country, I'm not able to know who's good leader, Over he have to be leader.

I think, In the Book of 'Mumimu has good leader 2 people are Patmini and Mumimu but everybody in Nolnocni is important because if people in Nolnocni is bad, the leader not able to do.

So, if your country has good leader, your country is good

Discussion of Mid – Term Examination of Student 1

Additional feedbacks written on the examination booklet were:

1. Teacher wrote the score 19/30
2. Teacher deleted 'wrote' and inserted 'write'
3. Teacher circled the word 'It's have to not, be will to, enslave,'
4. Teacher deleted 'to' after (may be) and filled into **verb-ing** (having)
5. Teacher rewrote 'it' after comma
6. Teacher deleted 'to' after 'must, should,
7. Teacher deleted 'is' and wrote 'are'
8. Teacher deleted 'may be' when student 1 used 'is'
9. Teacher delete 'apostrophe's' without necessary usage.
10. Teacher used the tick mark in the correct sentences.

Discussion of Mid – Term examination feedback

In student 1' writing, first he did not write two full pages as the criteria. Then, there were a lot of grammatical mistakes that teacher A corrected and rewrote. Clearly, when teacher deleted the wrong words, she would rewrite the correct words. This was student 1's the checked samples with teacher feedback.

-Using verb 1 after 'Auxiliary Verbs / Helping Verbs

Will	may	should	must	has to/have to	+ Verb 1
------	-----	--------	------	----------------	----------

1. I will write about relationship between Mumimu and friends.
2. In the present my country may be having bad leader.
3. It may have a war in country.
4. It does not have to be selfish.
5. It must have a leader's friend in group.
6. You should have a leader.
7. Leader's friends should find when we have dangerous place.

- Using verb infinitive with to (verb 1)

1. Marling want to enslave everybody.

- Using Subject + Verb

1. People are worried and upset.
2. I think good leader is Mumimu.

3. She wants him to fall in love.

From the mistakes, student 1 did it in error; especially, every sentence that he wrote about the use of Auxiliary verb/Helping verb was wrong. This indicated that teacher emphasized about the wrong point obviously because she wanted him to observe the right structure of this kind of verb and to improve it. Importantly, the feedback that teacher A gave on many points about using helping verb was adequate for student 1 to revise and understand.

The Comparison between the Journal Feedback and the Mid - Term

Examination Feedback

In journal writing, student 1 could not expand two full pages as homework, and he omitted many lines to write. Therefore, teacher A did not sign on his journal because student 1 did not follow the criteria. Then, when student 1 took the exam, he could develop it more to expand his text within one hour and twenty minutes, although he could not write two full pages. Student 1 still made mistakes in the mid-term examination as the same as he did in his journal; nevertheless, he had made the mistakes less than the journal; this showed his writing improved more, and what he wrote wrong was the use of the helpings verb + verb 1 most. Student 1 was still confused with the subject + verb; this may happen from no revision before submitting due to the time limit in the exam. Later, the little points were to write the capital letter after comma. In contrast, his word sequence is good, so teacher A did not rewrite it. Importantly, student 1 could describe almost two pages; this indicated that he made a progress of thinking more, and it showed that teacher A' teacher feedback could make student 1 develop in expressing the ideas to expand the sentences. Written feedback that teacher A used on journal was rather successful to motivate student 1 in the exam to describe more; however, his grammar still has to be improved also.

Teacher Feedback to Student A 2

What do you see?

oh!

I want to tell you that this topic is challenging for me. I think everybody can write it down especially the girls. If she is a shopper, she will know everything. Long time ago, I go to a shop and see a very well think "A beautiful is for you" and "A handsome is the way". So, they will make a lot to buy the clothes. I will write the clothes floor at Season Square. In fact, the clothes have every colors such as Robinson, Robinson and Season. I will write at Season. It is the first floor. It has many clothes and accessories. I always see many people here. I don't know why it is name season. I think it means this point can be many season or colorful. You should read in Thai language. It is sure that it has colorful such as red, orange, pink and violet. It can make everyone fresh. Now, I will tell the details in here. You can go to the entrance in three ways. If you come in from Robinson, at the right side you will see Indian clothes. This shop has only Indian clothes such as shoes, earring, clothes, and bracelet. I think it suits for you. When you wears a long skirt, you are looks good. At the left side it has a polo shirt. In season almost has a fashion clothes. It doesn't has brand name clothes. In the middle has an accessories and a bag handmade. At the left has a stylish clothes. It has shorts and undershirts.

This shop is so expensive. The opposite of this shop is more expensive. It has many belts, ornaments, and bags. It looks ^{nice image} luxurious. Beside of this shop has many shoes that you want. I think it is a best seller. I always see many people in here. When you come here, it has three ways to go. If you turn left, you will see the fashion clothes. This way is for everyone who want to be intrend. It has a lot of clothes such as undershirts, T-shirts, dresses, shorts, skirts and jackets. Beside of these shops has handkerchiefs and bath towels. I estimate the value at the left side. I think it is more expensive than the right side. At the right side almost has working clothes. It has gray and black tones. In the middle has only children clothes. This zone is very colorful especially pink. I always see kitty clothes and has many shoes. At the right of the back has men clothes. It has T-shirts, trousers, Dave trousers, long-sleeved shirt, and suit. In this zone almost has women clothes, so it can be only women. At the left of the back has women clothes. It almost has many clothes that is easy to wear. This area has underwairs and sexy bra. Not only these but also sexy ^{nighties} sleeping suits. Over there has big clothes for fat person. It is not only that it has big bra. The middle of the back has suit clothes for men. It has a nice T-shirt. ^{they are} It made by handmade. If you want to shop-ping and make you look good, you should come here. The people who want to make yourself beautiful, you should make up yourself.

Subject: _____

ASSUMPTION UNIVERSITY AISIRIAINNOI.P.W.S.S.Y

Eye!

Good job as usual! I'm
a bit upset to give up the chance
to read your journals from now
on. Amongst your talents to
the next teacher as well. Goodbye,
walk on!

SK

BROTHERS

ST GABRIEL

LABOR

VINCIT

OMNIA

SENCE TO GO

มหาวิทยาลัยอัสสัมชัญ

THAILAND



Subject: _____

Date: _____

ASSUMPTION UNIVERSITY AISIRIAINNOI.P.W.S.S.Y

2. Interview between Teacher A and Student A 2

Teacher: I gave the comments on your journals. So do you have any questions about my comments or any questions about the journal?

Student : On the last comments you said. A bit “upset” I don’t understand.

Teacher: Uh! I mean you did very good journals every week. And I really enjoyed reading your journals. But this week is the last week. I don’t have the chance to read your journal, so it makes me a bit upset.

Student : Thank you.



Analysis of Teacher A's Written Feedback on Student A 2

- Teacher underlined the phrase “*challenging for me*”, “*many season or colorful*”, “*red, orange, pink, and violet* and wrote ‘*oh!, um, impressive, I see.*’
- Teacher deleted using *Article A* in line four.
- Teacher underlined and deleted the word in the sentence “*you are looks good*”, and wrote *oh, haha!, Thanks!*
- Teacher underlined ‘*luxurious*’ and wrote ‘*nice usage*’
- Teacher inserted ‘s’ after ‘*three ways*’
- Teacher underlined ‘*sleeping suits*’ and wrote ‘*nighties*’ to ask her.
- Teacher circled ‘*It makes by*’ and wrote ‘*they are*’
- Teacher inserted ‘go’ between ‘*want to*’ and ‘*shopping*’
- Teacher underlined ‘*you should come here*’ and wrote ‘*ok!*’
- After checking, teacher wrote the comment on journal with her signature.

Analysis of Teacher A's Verbal Feedback on Student A 2

- Teacher let student 2 ask in what she wondered about the journal or her comments. However, student 2 wanted to know teacher's feeling on comments last week because she did not understand what teacher wrote.

Discussion of Journal Feedback

- First, student 2 could write two full pages as the criteria, but she did not write the title in what she wanted to describe; just write “**what do you see ?**”. In grammar writing, student 2 just made a few mistakes, and teacher A corrected it. For example,

- Using the article A in front of countable noun

- Using the linking verb (to be, look, smell, get, feel, remain, grow etc)

and verb to be. (is am are, was were)

This is wrong ‘you are looks good’ because student 2 has to choose one verb to use. ‘you look good’, or ‘you are good’. However, the meanings will be different; it depends on the writer's sense. However, student 2's meaning is ‘when you wear a long shirt, you look good. This occurs from the mistake because she could use it rightly in the last paragraph.

-Using the pronoun after noted things

(See the last paragraph) There are many things that student 2 describes such as big bra, suit clothes, and a nice shirt. Therefore, she could not use the pronoun 'it'; it makes by handmade. Teacher A rewrote 'they are (handmade)(adj)' to note those things.

- Using words such as go shopping, go fishing, go trekking, go camping etc.

Student 2 wrote "if you want to shopping and make you look good, you should come here". However, teacher A recommended her to use 'go' in front of shopping, and The little point that she made a mistake was to fill in 's' in the plural noun 'three way'.

Above all, this was the teacher feedback that was put in journal to encourage and to motivate student 2 such as the words "**oh!, um!, impressive, I see, oh, haha, thanks, nice usage, okay.** This feedback encourages student 2 to try to use the varieties of the words more. At least, student 2 could know that teacher had read in every line and was interested in her writing; this is a tendency that student 2 will be more careful and pay attention to writing her next journal. After checking, teacher gave student 2 the positive feedback to motivate her to continue writing. In the sentence 'good job as usual', and teacher used the words to make student 2 know that she really enjoyed reading the journal very much. 'I'm a bit upset to give up the chance to read your journal, show in your talents to next teacher as well' this showed that student 2' writing was very good and interesting, and it is easily possible that student 2 will go on improving her journal with grammar accuracy.

Discussion of Verbal Feedback

Teacher A gave student 2 a chance to ask in what she wondered in journal or the comments. Student 2 told her that she did not understand in what teacher A wrote 'a bit upset'. Teacher explained about it 'I meant you did very good journals every week, and I really enjoyed reading your journals, but this week is the last week that I did not have a chance to read, so it makes me a bit upset because you have to learn with the new teacher. That is to say, student 2 wanted to understand teacher's feelings, attitude, or compliment etc. However, she did not wonder about the mistaken words; she understood in what teacher A expounded. This shows that her sentences are quite accurate in grammar. From many teacher feedbacks, it makes her improve her writing quickly.



ASSUMPTION UNIVERSITY

SUBJECT BASIC ENGLISH

SEC. 804

NAME TARUCHA KONGKUNABORN

CODE S116013

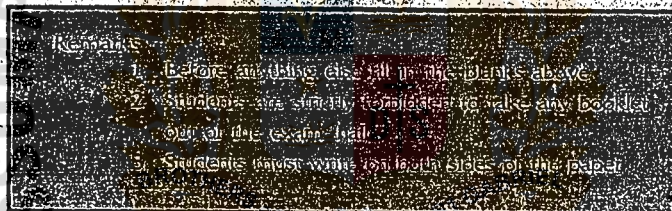
DATE

16 July 2008

ROOM

S22

QUESTIONS	MARKS
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
TOTAL	
MAXIMUM	



INSTRUCTOR

24
30

Take notes

- A good reader always helpful.
- do the good things
- has responsibility
- honest
- has a knowledge
- can solve the problem
- confident
- Think carefully
- good ideas
- creative

what about
bad leader?

Outline

Introduction, I will write about a meaning of leader, and a different between good leader and bad leader.

The body, I will divide in three passages. The first passage is helpful. I will take a minimum and support my opinions. The second passage about how to make a leader. The third passage about how to solve the problem. In my conclusion, I will tell about how makes a good leader and will get the positive or negative with good leader and bad leader.

Essay

The leader is defined as can make the people believe and respect in the leader. The people can do follow with the leader. The leader can be a good leader or a bad leader. It depends on you that which one do you like or believe. A good leader is a person who has ability or do the good things for your country. A bad leader is a person who do a bad things and do for yourself only. There are three things that can make a good leader; helpful, has a knowledge, and can solve the problem.

In my opinion, I think Mumimu is a good leader. First of all, helpful means can help everything and don't curse. In the book Mumimu help Patmini from the flood. It looks like a man. He always tell patmini to find something hold on. Secondly, They fall down in magic hole when Patmini has a blood, he helps her and do the first aid. In my opinion, Mumimu can help and can be a good leader. he always help Patmini and take care of

her. In my life I meet my friends who is a leader. he always help everybody and doesn't specific that persons. In conclusion, helpful is a good things and a leader should do it.

The second reasons has a knowledge. In the book, it has a bad leader that is Marmling. why I choose this person because he makes everything for yourself only. He doesn't care anything and he doesn't have a knowledge that can improve the Nolnoeni. The good leader should has a knowledge. It can help you to do something or can solve the problem. In the story mumimu is a book burn. He always read any kinds of book. He likes to go to the library and find the new books for reading. I think he will have more knowledge that can develop the country. In the book Nolnoeni has a library, so it develops and someone can have a knowledge. I met it I think has knowledge is important that a leader should have it.

The third reasons can solve the problem. In the book Mumimu thinks to get rid of Marmling. He makes a plan for get rid of him. I think it is good for Nolnoenians. Nolnoenians want to have a good leader, so it is lucky. I think this plan is easy to do and not waste a lot of thing. So, it doesn't make a trouble. I think a good leader can fix any problems and do it better. It can make a people believe in you. They will trust on you. So, a good leader should solve a problem before it has something trouble.

In conclusion, helpful, has a knowledge and solve the problem are the reasons that a good leader should has it. It can make you to be a good leader. It is not only that

reasons. It has more than that. A good leader should make to be a good leader and you will get the good things from another people you will be proud in yourself, and it can make you have a confidence. So, it has a good leader and it can be a bad leader. If you do a bad things, the future or until now you will get a bad things. you don't get any respect and reliable you will not be happy in your life. It doesn't matter if it is something that you want. I think that it depends on you what do you want to be or what do you want to choose. a good leader and the good things or a bad leader and the bad things.

Discussion of Mid – Term Examination of Student 2

Additional feedbacks written on the examination booklet were:

1. Teacher wrote the score; **24/30**
2. Teacher wrote **‘what about bad leader?’**
3. Teacher used the tick to check the correct writing; positive reinforcement
4. Teacher circled the words **‘hasn’t’ and wrote ‘doesn’t have’** instead.
5. Teacher deleted some alphabets to be adjective **‘lucky’** behind verb to be.
6. Teacher inserted **‘be’** for two times between **‘will’** and **‘proud’** / between **‘will not’** and **‘happy’**
7. Teacher deleted the **article A** when student 2 used in the plural noun.

Discussion of Mid – Term examination feedback

- Student 2 could write two full pages as the criteria, but she did not write it completely. That is, she just explained about a good leader, so teacher A wrote “what about bad leader” in the outline. In the examination booklet, there are some things that teacher A rewrote in grammar.

For example;

-Using the negative sentence of ‘have’

Student 2 made a mistake in this sentence “He hasn’t a knowledge”; therefore, teacher A wrote the correct sentence ‘he doesn’t have knowledge’ to make student 2 get clear in the negative usage. However, teacher A did not delete A in front of ‘knowledge’ because it was uncountable noun. This would be a weak point that student 1 might ignore if teacher did not fix it seriously.

- Using adjective with future tense

When student 2 wrote ‘you will proud in yourself, student 2 did not put ‘be’ behind ‘will’, and another sentence ‘you will not happy’. She did not write it. Normally, she can use adjective rightly, but when she used it in the structure of future tense (will+verb 1), she could not use it. That is, she will not fill into ‘be’ between will and adjective. This was an error that she still used wrong

-Using the article A in front of the plural noun

Student 2 wrote 'if you do **a bad things**, the future or until now you will get **a bad things**'. This was wrong, but she could write it correctly in the last paragraph, this happened from mistake without the revision.

-Mistake in spelling.

Student 2 wrote the word wrong 'it is **luckily**' this mistake took place from writing quickly without observing the part of speech. Nevertheless, teacher A deleted some letters to make the word correct. In other words, she wrote 'a confident' in the sentence 'you have a confident', and teacher had already changed it. Still, feedbacks that teacher A put in her text rather clearly, so it is easy for student 2 to read and revise. However, what student 2 made mistakes was the little points, but she was necessary to improve it to make her work complete.

-Using the tick mark in the correct sentences

On the examination booklet, teacher A gave student 2 many ticks when she wrote correctly; when student 2 received it, it was a positive feedback to encourage her. Importantly, she tried to find the words that she wrote wrong or about grammatical mistakes. Feedbacks that teacher A gave were so useful for her to improve it better.

The Comparison between the Journal Feedback and the Mid - Term Examination Feedback

Student 2 could write two full pages in both the journal and mid term examination, and student 2's grammar is rather accurate. In journal, she just made a mistake in the structure of grammar, that is, 'you are look good' above all; there are the little mistakes that she wrote carelessly. Likewise, in mid-term examination she still made a mistake to change as the negative sentence. 'he hasn't a knowledge' as 'he doesn't have a knowledge'. Each paragraph teacher A used the tick for the right writing. It was hardly seen the wrong words that teacher A checked, this indicated that student 2 has the progress of grammar quickly, and the little points that she did wrong, teacher corrected it. Teacher feedbacks on journal make student 2 improve in writing quickly, and she could apply it for the mid – term examination. Still, in checking teacher A did not engage in the content, but she paid more attention to the structure of grammar and writing the correct word.

1/1 What do you see?

Before I came to ABAC University I went to Laos
with my friend (German) and his friends (German). We took
the train from Bangkok station to Vangvieng and then
he took the bus from Nong-Khai to Vientiane. After I got out
from the train I arrived at Vientiane bus station. I saw many
many people waiting for tourists and asked "Where do you want
to go?" Some van driver came to ask us but we refused them.
After that we took a private car (taxi) to Vangvieng. There
are the favorite place for tourist. On the bus I saw many many
people in there. The bus are so full and so hot because they don't
have AC in the bus. Vangvieng (there are) far from capital city
(Vientiane) about 500 km but we took the bus about 5 hours.
When we arrived at Vangvieng we are so tired. We walked from
bus stop to found the hotel (small hotel) the official (one) there
there are very nice and very friendly like Thai people. We lived
there three days in Vangvieng. I saw many interesting
places such as caves (many caves are there). I think I
can not find that thing in Bangkok. (Vangvieng is in capital city)
In the last day at Vangvieng we took the boat on the river
in Vangvieng to Vientiane. We traveled in the capital city
of Lao PDR three days we saw interesting history there.
We saw many people they are look like Thai people. But
I think Thai people are better!!! Six days in Lao PDR
I got more experience from there and I miss Thailand
very much when I lived in Lao PDR. The Kingdom of Thailand
and Lao PDR (the two) are same same but different.
After I went to Lao PDR I love Thailand, Bangkok
and I love our king very much.

• Long Live The King •

1/2 What do you see?

In the beginning at ABAC University until now I saw many interesting
things such as friends. The first day at ABAC university on
24th March 2011 (Intensive English program) I studied a whole day.
In the morning for Mathematics 30 hours it's started at 8 until
10. In the first class I sit alone in the class because I don't
know someone in the class. After lunch I came in the restaurant. After
lunch I came back to study intensive English. In this class I
saw my first friend his name is ICE I know him because he sit
close to me and I asked his name and asked about the major. He
is very nice friend. Then after I talked with Ice someone sit close
too Ice I asked his name. His name is Nany he is a second friend
at ABAC and the first day I went home with Ice. Next day in Math class,
this day someone asked me "Can I sit here?" (Close to me)
I said "Yes, you can sit here." We asked about anything such as
hick name, major, old, school, etc. And we asked someone who sit in front of
me. After that in break time we went to restaurant together. I think that
meal it was good at ABAC. In the end of day we have more friends because
other friends in Math class he has more friends in different section. I try
to learn anything about everyone. In the last our group, we has 8
peoples. At ABAC we went anywhere together. I was happy with my new
with my new friends at ABAC very much. I hope this time at ABAC
I will learn more thing and more experience from the best international
university in Thailand and from good friends. After ABAC opened
I saw my group in intensive program some of my friends they
are studying at Bang Na campus. Here I saw good teachers
they are very nice teacher such as someone who reading my journal
now she tries to make student to understand what she says in the
class and many teachers at ABAC who teach me some when I will try
to understand what teachers say in the class and I will be a good student.

Mim!

You wrote fully 2 pages and each one is interesting in it's own way! That's good. And you made only a few grammatical mistakes so it shows that you have a good sense in writing! But I noticed that you're a bit quiet in the class. Be loud, boy and speak as much as you can. OK?

This is for every student!

First of all, Thanks for your attention and participations. I know I'm tough for most of the time but hey! I'm sure you'll understand me maybe x someday that it is for your own sake. This is my mail add - "ma.hninpwin.t@gmail.com". Feel free to contact me if you have any problem with your class. See ya!



3. Interview between Teacher A and Student A 3

Teacher: Do you have any questions about your journals or my comments?

Student : About the journal, I want to ask you why you spent a lot of time for comments in every journal because in other class, the teacher didn't spend time on comments every week.

Teacher: O.k.! Before I answer your question, I want to ask you one question. So do you like to spend a lot of time or not?

Student : Yep, I like it very much

Teacher: Yeah, that's the reason. Okay! because I meant interaction between teachers and students. I like myself to communicate in the book. You write and I give you feedback. It can motivate you. I appreciate your work, it can motivate you. It encourages you more and more.

Student : Thank you.



An Analysis of Teacher A's Written Feedback on Student A 3

- Teacher circled a lot of the wrong word, and some words teacher rewrote it in *the first page* of the journal
- Teacher underlined the word “*asked*” and wrote “*talked*” instead.
- Teacher circled the word “*our*” and “*with my*”.
- Teacher underlined the sentences and wrote “*Thanks*” above and “*That’s good*” in the last sentence.
- Teacher wrote a long commentary in his journal.

An Analysis of Teacher A's Verbal Feedback on Student A 3

- Teacher A asked student 3 whether she wondered about the comments or the Journal, and teacher A explained about why she spent a lot of time giving the comments every week.

Discussion of Journal Feedback

- First, student 3 could write two full pages as the rule, but he did not write the title that he wanted to describe. In the first page, there were several mistakes that teacher A circled.

Fore example,

- Using verb to be to tell the distance

Student 3 wrote ‘Vangvieng there are far from capital city’, teacher rewrote ‘is’ instead ‘Vangvieng is far from capital city’ to make the sentence rightly.

- Using verb (see, hear, watch, observe, notice etc) correctly

Student 3 wrote ‘We saw many people they are look like Thai people.

The right sentence is (We saw many people look like Thai people)

(Subject + verb;(see, hear, watch etc) + object + verb 1 or verb ing)

Remark: In writing most people choose to use verb-ing or gerund verb more.

- Using the noun and the pronoun

Student 3 wrote ‘I think Thai people we are better’. Teacher circled ‘we’ to let him delete it. The problem was that student 3 used both noun and pronoun together in one sentence. Importantly, he was still confused to use it in many sentences.

- Using the appropriate word

Student 3 wrote 'We asked about anything'. Teacher wrote the new word 'talked' to let him use the suitable word more. Then, he made a mistake 'in the last **our** gang' teacher circled it to let student 3 delete it; that is, he was not necessary to use the possessive behind 'last'.

- Writing repeatedly

Student 3 wrote 'I was happy **with my new with my new** friend at ABAC'. This took place due to his being careless.

- Writing 'thanks, that's good'

In the last sentence, teacher wrote 'thanks, that's good' while she checked. This feedback will make student 3 know that what he wrote was interesting; besides, he could know that teacher A read in what he wrote every line.

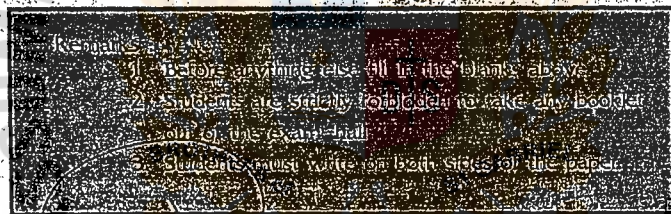
Nevertheless, after teacher A finished checking, she gave him a lot of comments on his journal; this feedback could make him try to do it best in the next writing. From the sentence 'you wrote fully 2 pages and each one is interesting, that is good'. Of course, it will make student 3 try to expand it with the interesting ideas to make his text readable. After that, teacher wrote 'you made a few grammatical mistakes, so it shows that you have a good sense in writing'. In addition, teacher A told him to change some behaviors in the class 'but I noticed that you are a bit quiet in the class' therefore, teacher told him speak as much as he can to practice English. This was a feedback that could encourage student 3 to write better.



ASSUMPTION UNIVERSITY

SUBJECT Basic English SEC. 803-812
NAME Nattapon Phucharoen (Min) CODE 5110509
DATE 16/09/09 ROOM S 22

QUESTIONS	MARKS
1	
2	
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8	
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10	
TOTAL	
MAXIMUM	



INSTRUCTOR Note: kindness, helpful, friendly, leadership, smart, good look do something for everyone first not do for yourself first, don't shy

Good leader in the Book of Mumimu

I think Mumimu he is a good leader in the book because he is friendly to everyone, don't shy, the to make relationship to everyone, his body look like big egg and I think it's good for leader's body ~

Bad leader in the book of Mumimu I think the monster (some one who look like some kind of animals)

→ Maybe lion or tiger, selfish, do not listen to everyone but think by himself, his face look not good, tell the wrong way to everyone in the group sometime. Maybe both of them (Good, Bad leader) can be the same but I think different

Outline

→ Leader is someone who is the head of the group

→ Good leader will be a friendly and Bad leader they are not friendly or friendly (take)

Good leader do not shy, can do every (volunteer) for the group but Bad leader they are different

Good leader they can listen to everyone and thinking before do something but Bad leader they do not listen to everyone

Good leader should be good looking but Bad leader they are not good looking

Good leader can tell the right way to the group but Bad leader tell the wrong way to the group and Good leader should be smart

→ Someone who want to be a leader of the group you have to do a good thing for the group If you are the Bad one you can change yourself

Essay

Leader is someone in the group who is the head of the group. he or she can control everyone in the group to the right way. Everyone who agree some person in the group to be a leader because everyone will know who can be a leader of the group.

Good leader should be a friendly person like helpful to everyone in the group. some example, In the report group in school or university and they have many homework too. If someone in the group sick or something bad, the leader of the group can do his or her report until he or she come back and the leader of the group can explain what teacher say when someone in the group sick. I think like Mumimu because he like to make relationship to everyone that are friends and like to help Patrimi if she have a problem but for Bad leader they are so diffire because they're not friendly and do not want to help everyone in the group and they will not do everything for them group if it's different from the Good leader.

Good leader they are ^{not} shy and like to do a good thing, can be Volunteer of the group such in the class room when teacher ask some questions to students and everyone don't want to give the answer but Good leader can do it (can be Volunteer of the class room) and can do something like a dance, sing a song like a Mumimu he like to dance and sing a song and like to read the books too (poem) but the Bad

leader can not do it such as the sometime, in the class room when teacher ask but everyone don't know the question. If they are Good leader they should try to find the answer (what is the answer that I can give to teacher). But the Bad leader they don't try to find the answer of the question (just sit and waiting for the answer from teacher). both of the example in this part mean the class in the school because they have a leader in group. Good leader can listen to everyone for example, when the group they have a problem the Good leader will listen everyone and solve the problem. If ^{they} don't know some Good leader they will ask everyone in the group and do not try to do something by themselves because if he or she do something by themselves and it's wrong everyone in the group will be sad but if they are the Bad leader they do not listen to everyone in the group, try to do something (maybe wrong) by themselves and do not ask everyone in the group when they don't know and don't solve the problem for the group maybe someone in the group know how to solve that problem. Bad leader will miss the good.

Good leader have to tell the right way to everyone in the group. If the group going to wrong they (Good leader) will tell everyone "That is the wrong way" But the Bad leader they don't tell anything. If the group going to the wrong way if someone want to be a leader of the group have to do a good thing for the group but if you know you are the Bad for the group you can change yourself and bring the group to the right way. If you can do like that you will have more friends, old friends will love you and you will be a happy person and like for changing yourself.

Discussion of Mid – Term Examination of Student 3

Additional feedbacks written on the examination booklet were:

1. Teacher wrote the score ; 21/30
2. Teacher wrote **'bad leader'**
3. Teacher used the tick mark to check the correct writing
4. Teacher used the cross mark × in the mistaken word.
5. Teacher use the mark () in the phrase.
6. Teacher deleted **'slove'** and wrote **'solve'**
7. Teacher wrote **'they'** to indicate the subject, and deleted **'they'** when student 3 wrote it repeatedly.
8. Teacher underlined the sentence; **someone in the group know how to solve that problem.**

Discussion of Mid – Term Examination Feedback

- Student 3 could write two full pages as the rule, but he did not write **'bad leader'** in the outline. Still, his grammar improved more because there were just a few mistakes that student 3 had to improve.

For instance:

- Writing noun and pronoun in the same sentence

There were three sentences that student 3 wrote; for instance, **good leader they** are so different, **good leader they** are not shy, **good leader they** will ask everyone in the group. This showed that student 3 was still confused in usage, although he would write it correctly in many sentences. Nevertheless, it is vivid when teacher A deleted unnecessary word with the cross mark. This would make him realize of usage more.

- Spelling wrong

Student 3 made a mistake in spelling **'slove'** / **'solve'** the problem' and he forgot to write the subject **'they'** in the sentence **'ifdon't know'**. However, it is clear and easy to understand what teacher wrote. This will not make student wondered why he was wrong.

- Underling and using the tick marks

Teacher A underlined the sentences; 'someone in the group know how to solve that problem' this might mean that what he described was not clear, or teacher A wanted him to observe the vocabulary. Otherwise, his grammar was wrong. (Someone + singular verb) etc.; this feedback would make student 3 want to find which point he was wrong. Importantly, there were many tick marks in his correct writing; this would make him proud of his writing; at least, he could know that his grammar rather improve. Teacher feedback that student 3 received was clear.

Discussion of Verbal Feedback

From interview, teacher A gave a chance student 3 to ask in what he wondered in the journal or the comments; especially grammar. In contrast, what he asked was why teacher spent a lot of time for comment in every journal. However, teacher asked him 'Do you like to spend a lot of time or not?'. Absolutely, he liked it, and teacher A's reason was that she wanted to interact with students like reading the book. 'You write and I give you feedback, it can motivate you, it encourages you more and more'. Nevertheless, although he did not ask about the grammar, he knew why teacher spent a lot of time to check it. This feedback will make student 3 know that teacher A read in what he wrote every line, and this will make him more careful in grammar writing.

The comparison between the Journal Feedback and the Mid – Term Examination Feedback

In journal, there was the feedback that teacher A gave to student 3 such as circling, underlining, inserting the word, changing the new word, writing a short comment to motivate student 3 to improve, although he would make a few mistakes. What he made a mistake was to write the noun and pronoun in the same sentence. Above all, the mistakes happened from being careless, or teacher wanted him to know to use the word rightly. In examination booklet, her grammatical mistakes reduced; however, what he made mistake still were the use of the noun and pronoun in the same sentence. Still, he could use it correctly in many sentences; just choose one word (noun /pronoun).this indicated that he tried to improve it, but it might take place due to the time limit or getting used to it. Teacher feedback that teacher A put was clear to see and easy to understand. This would make know which parts he should improve or emphasize on use more.

Teacher Feedback to Student A 4

What do you see?

Now, I am staying in a very big hall at suwannabhumi Campus. I have to come here because today ~~has~~ is an important ceremony ~~this~~ called "Wai kru day". I walk beside my old school friend. I see around the hall. The hall is very big and cold because it open air-condition. My friend tell me to look at a junior girl. Her name "Bebe". She is an actress and singer. She is very famous. She ~~has been~~ ^{studied} study at my old school but I never talk with her before. I walk to sit on a stand that have a yellow and green chairs. I sit behind the monitor at the first line. When I walk ^{go} upstairs I see a little wood on the stair. I don't know ^{what} it use for. Around the hall I see many chairs many color write an alphabet "ABAC". I see a lot of beautiful girls (but there have many ^{haha! oh boy} man too) I see all of freshmen student it so many student. A lot of people in proper uniform come inside this hall. I see the big monitor show a symbol of the university. I see the red carpet from the door to the stage. And when the time ^{comes} arrive, the board of university and all of teachers come in side the hall.

everybody stand up to show their respect to them. Two students or M.C. talk to open the ceremony. We ~~are~~ sing the 'ABAC' song. But I see ~~all~~ of the student are cannot sing this song include me also. Brother talk his speech. It ~~take~~ ^{take} a long time. And when the song "Pra kru tee Sarm" ~~is~~ sing by the choir, Many student that hold their respect thing on their lab. Many people stand on the red carpet from the door to the stage. Many people stand on the red carpet, and they are holding a different flag. The first person is the president of student organization. He is only one person that wear a long arm shirt and suit. He is holding a Thai flag. They walk slowly and divide in two lines walk up to the stairs and put flag in the little wood, so I know it use for. Student ^{she} put beautiful flower to teachers and Brother. After the ceremony, their are many honor students to receive a certificate from brother. It also "Bebe" she do in average point grade 3.95. She is very clever. And there has a honour student who receive average point grade 4.00 that receive certificate from the president. Everybody plause their hand. I feel happy for them. I'll try to do like them to be an ~~honor~~ ^{honor} student.

Good! I'm looking forward to it!

Subject : _____

ASSUMPTION UNIVERSITY ASSUMPTION UNIVERSITY

Boy!

Good job. It is an interesting
one! I'm waiting for your next
journal!

SINCE 1969

ASSUMPTION UNIVERSITY ASSUMPTION UNIVERSITY

Subject : _____

Date : _____

4. Interview between Teacher A and Student A 4

Teacher: Do you have any question about the journals or my comments?

Student : I don't have, but why do you want me to write two full pages.

Teacher: Uh! You mean why I want you to write two full pages. Ok! before I answer your question. Is that difficult to write two full pages or not?

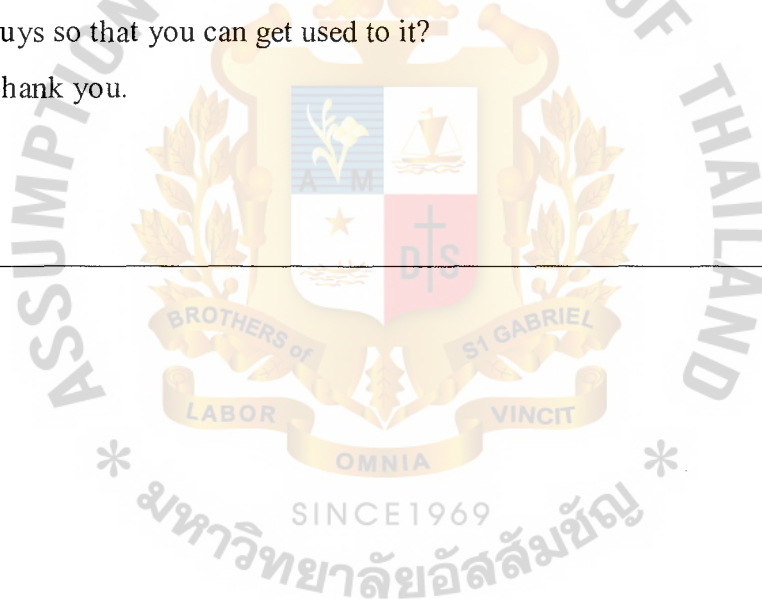
Student : Yes, very much

Teacher: Is that the first time in your life that you have to write two full pages in your own English.

Student : Yes, it is the first time.

Teacher: Yes, that's the reason! It's very hard. But that's how you learn. Now you write two full pages every week in your own English. So in the future, it is a piece of cake. Okay. because you have to do many things, I mean the reports more than two full pages, three or four pages. So I am training you guys so that you can get used to it?

Student : Thank you.



An Analysis of Teacher A's Written Feedback on Student A 4

- Teacher deleted the mistakes such as *staying, have, this, are*
- Teacher underlined "*has been study*" and rewrote "*studied*".
- Teacher inserted the word '*go, what,*' in the sentence and filled in *s* in the word '*chair, girl*'.
- Teacher wrote "*haha!, oh boy!*" in some sentences and *comes* above the word '*arrive*'.
- Teacher deleted '*so many*' and wrote '*takes a*' instead.
- Teacher underlined the sentence and wrote '*good! I'm looking forward to it*'
- Teacher wrote a short comment after checking with her signature.

An Analysis of Teacher A's Written Feedback on Student A 4

- Teacher A gave student 4 a chance to ask about the journal or the comments. However, student 4 asked why teacher A had to let her write two full pages because this was the first time for her to write a lot.

Discussion of Journal Feedback

- First, student 4 did not write the title to describe; just write 'what do you see'; however, he could describe two pages. There was feedback that teacher A gave to him, and what he made mistakes was mainly to use the tenses in writing. This feedback that teacher A gave was rather clear and easy to understand.

For example:

- Using the present simple tense; Now I am in a very big hall at Suvannabhum Campus.
- Using the past tense; She studied at my old school.
- Using the word; When I go upstairs, I see a little wood on the stair.
- Inserting the word; I don't know what it uses for.
- Fill *s* into the plural noun; 'many chairs, beautiful girls'
- Changing as the new word; 'the time comes'
- Using verb correctly; we sing the ABAC song
- Using the correct word; it takes a long time

From this feedback, it showed that teacher paid attention to his grammar. When he made the grammatical mistakes, teacher rewrote it or used the easy symbols to

understand. Importantly, when teacher A read and was interested in it, teacher would show her feelings such as haha! Oh! Boy, and when student 4 wrote 'I'll try to do like them to be an honor student'. Teacher A wrote 'good! I'm looking forward to it'.

Possibly, this feedback would motivate him to try to intend in learning to get a good grade. From teacher feedback, it showed that teacher read every line and paid attention to his writing, and importantly student 4 could know in what he had to improve in his next journal

Discussion of Verbal Feedback

Teacher A gave student 4 to ask in what he wondered about the journal and the comments. Nevertheless, he did not ask about the grammatical mistakes; in contrast, he said 'I don't have, but why do you want me to write two full pages'. As soon as teacher A listened to him, she asked him 'is that difficult to write two full pages or not?'. Of course, he said 'yes, very much', and importantly, it is the first time to for him to write two full pages in his own English. Teacher A expounded to him that she wanted him to write two full pages every week in his own English, in the future it is a piece of cake because he had to do many things; reports more than two full pages. Therefore, she was training him to make him get used to it. This feedback makes him know why teacher A wants him to write a lot. However, in journal it indicated that he tried to write two pages, and importantly he made teacher A know that he spent a lot of time to finish it because this was the first time that he wrote. Importantly, teacher knew that it was difficult for him, but he could write two pages in his own English. The feedback that teacher A motivated to student 4 was clear to revise. Importantly, teacher A was strict in rule because if he did not write two pages, teacher A would not sign her name on his work.



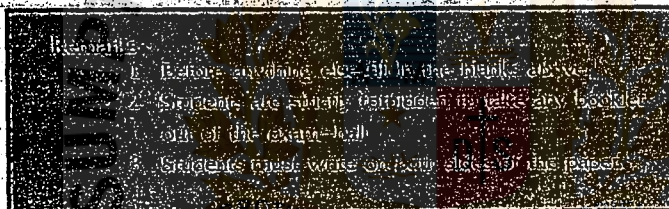
ASSUMPTION UNIVERSITY

SUBJECT Basic English SEC. 803-812

NAME Sinsin / Subject CODE 5110199

DATE 16-01-01 ROOM 522

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FINAL	
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INSTRUCTOR

Notes

gernerous clever

friendly democracy smart

listen people's opinion honest forgive ~~not~~ selfish

Don't think about myself to comfortable

what about bad leader?

Outline

In the society, they must have a leader. There are many things to make a good leader. First, there must have been reading the books of Mumimu. The next thing is a good leader. There are bad leader.

A Good leader must democracy, listen people or subordinate's opinion.

A Good leader should smart and clever to take organization or anything survive like a Mumimu help Nonocnio from Marling.

A Good leader generous and friendly to make co-worker or your subordinate don't sense that will make a creative or good work. It like a Marling command that Nonocnio can't have a party.

A Good leader must not selfish. He ^{only} don't think about his or her comfortable like a Marling.

A Good leader should honest and forgive to a person who do something wrong.

In conclusion, A good leader must ^{be} democracy, listen people's opinion, smart and clever, generous and friendly, not selfish and should honest and forgive. A good leader is Mumimu and a bad leader is Marling.

Essay

In every society, there must have a person who lead people or workers. There have in every country like a government. A leader people for good living and happy. In this situation, we have been reading the Book of Mumukshu. It teaches many things and also about leader. There are have many things to make a good leader. And they have character is a good leader and a bad leader. From this story, we can see that a Good leader must be democracy and listen people or subordinate's opinion. When we do a project or some work, leaders should listen members of a group opinion. It makes the best work that every member join together. If the leader don't listen another opinion, the worker must have a problem.

A Good leader should be generous and friendly. It makes your co-worker or your subordinate don't serious while they are working or when they want to ask some question. Leader should be friendly when they have a problem or don't understand, they will come to ask without fear. Leader should generous such as your co-worker sick and want a money but he don't have enough, you can help them by lending money to him. That will make a worker relax and try to do best for their work. It like a Marling command that nonarian can't have a party. It makes people don't like or angry to him.

A Good leader must not be selfish. Leader should think about people or your member more than you. If you have many food, you divide to your member until they are full. If you have a little food, you divide to your member more than you. A Good leader don't think about leader benefit or leader's friend. He or she should try to solve people's or your member problem. It like a government now. They think about their benefit and their group's benefit. They try to fix their problem without interesting in problem of poor people. That makes people protest this government. It like a Marling that he command people to do everything he wants. He force people to make he comfortable without don't care about his people. It opposite from Mumukshu. He always help people if he can do.

Discussion of Mid – Term Examination of Student 4

Additional feedbacks written on the examination booklet were:

1. Teacher A wrote the score; 16/30
2. Teacher wrote ‘what about bad leader’
3. Teacher fill s behind ‘worker’, and inserted ‘be’ behind ‘must, should’
4. Teacher circled ‘serious’
5. Teacher used the tick marks when his paragraph was right.

Discussion of Mid – Term Examination Feedback

First, student 4 could not describe two full pages as the criteria; just write one page and a half. For teacher feedback, teacher A wrote ‘what about bad leader?’ in the outline. In essay, teacher just inserted the words that he wrote

For example,

- Fill ‘s’ behind the plural noun; workers
- Inserting ‘be’ behind Auxiliary verb / Helpings verb (must, should + verb1)
‘A good leader must be democracy; A good leader should be generous, leader should be friendly’. These were errors that student 4 did.
- Using adjective; verb to be and linking verb + adj (serious)/ do not + verb 1. Student 4 could rewrite it from the sentence; do not be serious to make adjective use correct.
- The tick marks in the correct sentences.

When student 4 checked his exam and saw the tick marks, it would encourage him to improve his grammar. However, although he would get the score; 16/30, the grammatical mistakes were less than in the journal. The reason why he got a low score was no writing it as the criteria in both the outline (bad leader) and the essay (just one page and a half). The one main course that he could not write as the rule was the time limit.

The Comparison between the Journal Feedback and the Mid – Term Examination Feedback

In journal, teacher A could know that it was difficult for student 4 to describe a lot because it was the first time for him to write; however, there were several mistakes that he did, but it was the same mistake. In fact, there were just a few errors and some

mistakes about choosing the proper word. This was homework, so he could write two pages. In examination booklet, like the journal there were just a few errors on his writing; Auxiliary verb/Helpings verb + verb 1, he wrote wrong for three times. Nevertheless, teacher feedback was clear to make him understand. An important thing that student 4 had to improve urgently was the time; that is, he had to practice writing regularly to finish it with the time limit. Certainly, he would be able to develop his writing due to good teacher feedback because teacher A did not give him the signature if he did not write two pages. That is, he had to write it as the rule, when he practiced it for long time, it would be a piece of cake like teacher A said. Possibly, the feedback that teacher motivated could make student 4 develop in his writing more.



What do I see in my kitchen room.

In my kitchen room, I see my stove next by seasoning. I see dust of sugar over stove like my mom ^{has} not cleaned it yet. I see my dog sit down in front of outside kitchen door for someone to play with him. I see a clown of ants get in garbage. I see they are walking on my kitchen floor and walk like on straight line. I see one basket with some onion, some garlic, and some red onion in this basket. I see another one next by the first one inside this basket has some plastic bag, red tyre, and some weird stuff that I don't know why. I see a mini toast bread, ^{toaster} inside I see a mini iron sieve. So above a mini toast bread I see a jam of strawberry. Next I see a box of cocoa of my brother. I see my not gray, not white or might be not clean (hahaha!) on my microwave. I see my knife box set, I see a biggest knife in the middle and other smaller than, it is not ^{arranged} arrangement on box. I see my cleaner sink with dishwashing liquid and sponge. I see a shelf cupboard in one side, inside I see mama noodle, I see a new spoon, fork, plate, and other tool for kitchen. I see many sauce bottle in next by one. I see my washing machine near by outside kitchen door and has a red strick cloth over my washing machine. I see a bit of clothe in big basket for wash. I see my brother white T-shirt or my brother uniform, I see my jeans under my brother uniform. I see a box from keeping and easy to use a plastic bag and messy plastic bag. I see a spider web on ceiling at the corner. I see a big spider one and I see they are wrapping a poor bug that fall with trap of spiders. I see a window above a cleaner sink. I see a keeper plate box. I see my foot carpet in front of a door. I see a percolater water machine on my kitchen wall. I see a gas bucket connect with rubber tube of gas and stove. I see a big blue bucket that has some ran

inside I see many size of pan hang on the wall. I see spade of frying pan, ladle hang on specific of hang. I see 6 cupboards which each one difference. I see my useless or used to use when I was kid like food carrier, small water bottle, and many stuff in ^{the} first cupboard. I see ^{my} medicinal liquid about cleaner inside the third cupboard. I see a piece of cloth on counter kitchen. I see an area of dirty on the floor by stove. I see many cream mix with white and a bit orange tile, square tile arrangement that is my floor. I see my rectangle tile that clean more than on the floor, rectangle tile is my wall. I see my white ceiling and brown stick that use to put on the corner for beautiful place. I see a mosquito wire screen. I see an evolve window handle with brown color. I see a shelf for put the plate, spoon, fork, bowl, knife or whatever that after you clean and it wet and is half dry. This shelf created for it. I see my gray refrigerator. I see a magnet like you could get from general theater. I see my brother picture magnet beside with other magnet. I see chocolate set of harshy in freezer. I see fish frozen. I see dim-sum in freezer. I see ^{your snake?} my snake in my refrigerator. I see a lot of stuff in my refrigerator. I see fruit in basket such as orange, mango, banana etc. I see a teapot hang on the wall. I see a mortar and a coarse stick. I see a thingy that can cover food. I see blender machine next by microwave. I see a fly is fly over the garbage. I see shrimp paste. I see salted fish, dried squids. I see a little bean in plate. I see dessert in my refrigerator. I see flour in box. I see a vegetable in ^{box} ~~below~~ box in refrigerator or for keep vegetable. I see my mom start to find something in refrigerator. I see water falling from a tube and see a big basket with full of vegetable. I see every become alive again like when my mom come and try to cooking some meal for us.

Toon!

Though you said it was so difficult for you, your journal proved it wrong. It is a perfect work, I have to say. Well done! dear. I wanna see the same good journal in next week, ok?



5. Interview between Teacher A and Student A 5

Teacher: Do you have any questions about the journals or about my comments?

Student : Well! I just want to ask that why you choose the topic “what do you see”?

Teacher: Uh! I already answered that question, but I will answer it again. It is a description journal, not a feelings journal, ok. Description journal means you have to describe everything you see! It helps you to improve your vocabularies.

Student : But feeling is also help you to improve language.

Teacher: Yeah! That’s a very good point. Yah! Feeling can help you to improve your vocabulary and language as well. But there is no limit in feelings. Is that very difficult to write two full pages for the topic “what do you see”?

Student : Yes! Very much.

Teacher: Yah! Very challenging, that’s homework me learn, sometimes me have to do the difficult things. That’s homework me learn, that’s homework me train, ourselves okay?

Student : So do you read all journals me there in?

Teacher: Every single sentence.

Student : So what do you think about our journals.

Teacher: Some improve a lot, but some just recycle the words they’ve already known. But most of you guys improve a lot. And some...it’s very hard to write every week, two full pages. But hey! When you encounter that kind of journal again, it becomes a piece of cake. Because you do every week that the tiring journal so you are getting used to it okay?

Student : Thank you.

An Analysis of Teacher A's Written Feedback on Student A 5

- Teacher circled the word '*is*' and rewrote '*has*' above.
Teacher circled the word '*toast*' and dragged this word behind '*bread*'. In another way, teacher rewrote '*toaster*' above as the vocabulary.
- Teacher underlined the word '*arrangement*' as '*arranged*' instead.
- Teacher wrote '*your snake?*'
- Teacher wrote a short comment after checking with her signature.

An Analysis of Teacher A's Verbal Feedback on Student A 5

- Teacher A asked student 5 whether she wondered about the journal and the comments. Student 5 wanted to know why teacher did not let her describe a lot of feelings, and she wanted to know if teacher read every journal or every single that she read.

Discussion of Journal Feedback

- Student 5 wrote the journal for two full pages, and she wrote the topic that she wanted to describe as the criteria. Nevertheless, there were just a few mistakes that she did. These were feedbacks that teacher A checked.

For example,

- Using the present perfect tense; 'my mom has not cleaned yet'
- Word order/ noun or its modifiers; a mini bread toast = toaster

Student 5 did not know the vocabulary 'toaster', so she used word order. Although she used wrong, teacher explained to her clearly, and importantly teacher A gave the vocabulary of this word; toaster. This would make her observe word order more.

- Using the passive voice in the second sentence; Subject + verb to be + verb 3
'it is not arranged on the box'

- Underlining and writing 'your snake?'

Student 5 wrote 'I see my snake in my refrigerator', so teacher wrote 'your snake'. This was because that teacher A wanted her to rewrite or observe the spelling 'snake' or 'snack' in the refrigerator.

Nevertheless, after checking, teacher A wrote the comments on her journal in a positive way 'though you said it was so difficult for you, your journal proved'. In addition she said 'it is a perfect work, I have to say. Well done! I wanna see the same

good journal in next week'. Of course, this was a good feedback to motivate student 5 to go on doing a good journal. Importantly, when there were a few mistakes with the positive comments, she would try to do it best and revise the spelling or tense use.

Discussion of Verbal Feedback

Teacher A asked student 5 'Do you have any questions about the journals or about the comments?' what student 5 asked was that why teacher choose the topic 'what do you see?' Although teacher A would already answer this question, but she said again to emphasize about it; 'it is a description journal, not a feelings journal, Description journal means you have to describe everything you see!. It helps you to improve you vocabularies'. Her explanations were clear; nevertheless, she argued with teacher A that 'but feelings is also help me to improve language'. Teacher A explained to him 'that's a very good point. Feeling can help you to improve your vocabularies and language as well, there is no limit in feelings, and the reason was that it is difficult to write two full pages for the topic 'what do you see'? When student 5 said "yes, very much", teacher A told her that very challenging and gave her samples or experiences; 'that was what I learn', 'that was homework that I learn'. Of course, teacher A told her that she did it like this in the past, and importantly it is very challenging to write two full pages. This was possible to motivate student 5 to try to succeed like the teacher A did in the past. Then, she asked teacher A that 'do you read all journals me there in? When teacher A answered 'every single sentence' student 5 continued asking 'what do you think about our journals?' teacher said 'some improved a lot, some just recycle the words that they had already known..., most of you improve a lot, and some....it is very hard to write every week; two full pages. Besides, teacher A encouraged student 5 that 'when you encounter that kind of journal again, it becomes a piece of cake because you do every week with the tiring journal, so you are getting used to it. Teacher A could explain to her in detail and gave her examples, and teacher A' words would encourage student 5 to try to write it better and better like a piece of cake in the future. The feedback that teacher A used was very useful to make her improve writing such as grammar, vocabularies, and language use etc.

In general, It is exactly hard to find who is good leader or bad leader in current ^{social} which in 'The Book of Mumimu' is also have a good leader and bad leader. In good story often being good leader for deserved a good thing from other people and respect for those people and for the other hands bad leader have deserved how was bad what have done to other people. So in social life and in this book that would touch you.

Firstly, In several countries as you know that they have a controller or commander or leader of country that we called "President", so The President for each country refered from election which in Mumimu book's, a population in Nonoeni lost their leader and someone that a book called "Mugling" he just post himself to be a leader without any election or exception from population in city, this is such a bad leader, which if excuse that in reality life we also have a bad leader such as selfish and cheated to country like just keep money and pray money to replaced God. Besides, doesn't have justice or responsibility to country that their should do.

Furthermore, a bad character or leader of Mumimu book's that push everyone in a jail and excuse them that their are try to burning which he just make his own to be true with the selfish rule that he created for himself. Comparison with

a communise country such as China, Russia, North Korea, etc. They are just trade goods to each other or communication with their group, so they created a crazy rule as you know like they were closed countries so that the president such as Kim Chong Li, he is the richest people in Korea because everyone must have pay a percent for government but it is much more than general country which you can see how bad a good leader.

On the other hand, a good leader like Mumimu trying to fixed any problem that face to him all the whole story but the best behaviour of good leader is responsibility or justice that Mumimu have it. Mumimu could pass the bad time when he got lost into other place and solved a problem and thinking about the plan to help everyone that stayed in the jail or in other situation. Although, Mumimu is clumsy guys but everyone respect to him much than Mugling. In present that in everywhere, every place have leader and a good leader must responsibility to those community.

Conclusion, In every where must have a good leader and bad leader but we can choose a place that where should to belong. Which in Mumimu in the last, he got respect from people in Nonoeni town and stay in good life, just like if you do good thing you will deserved good thing.

Discussion of Mid – Term Examination of Student 5

Additional feedbacks written on the examination booklet were:

1. Teacher wrote the score; 23/30
2. Teacher circled ‘social’ and wrote ‘society’
3. Teacher circled ‘touch’ and wrote ‘?’/ in another word ‘Muggling’ as ‘Marnling’
4. Teacher inserted ‘the’ in front of ‘richest’.
5. Teacher deleted ‘e’ in the word ‘lose’ and wrote ‘t’ instead
6. Teacher used the tick marks in the correct writing.

Discussion of Mid – Term Examination Feedback

First, student 5 wrote two full pages as the criteria, and in essay there were just a few grammatical mistakes that she wrote. For teacher feedback, teacher A gave her clear feedback to improve. What student 5 made mistakes was:

- Using the part of speech; ‘current society’
- Word use; ‘touch’ with the question mark’ this indicated that this word was not correct with usage, and teacher A wanted her change the word. Then, student 5 answered the question wrong ‘Muggling’, and teacher rewrote the correct word ‘Marnling’ above.
- Using article ‘the’ in front of ‘superlative’; the richest / the richest people
- Using the idiom / the past perfect; I got lost.
- The tick marks with the correct paragraph

This would make student 5 know that what she wrote was correct in grammar, and it was easily possible that she would try not to do it wrong, and feedbacks that teacher A gave was easy to understand.

The comparison between the Journal Feedback and the Mid – Term Examination Feedback

In journal, teacher A gave clear feedback to student 5 such as circling, rewriting, explaining about the word order, and importantly after checking, teacher A gave her the positive feedback to motivate her go on writing the good journal every week, then her grammar mistakes were obviously rewritten by teacher A, and when student 5 did not understand in the kind of description writing, teacher A expounded about it with

the interesting samples and her experiences. Nevertheless, in the examination booklet as the journal student 5 improved her grammar, she just made a few mistakes on it such as writing 'the' in front of 'superlative'; the riches people, and word use or idiom; got lost. However, teacher A gave clear feedback on her essay, and when student 5 knew the wrong words; it was easy for her to improve. For example, when teacher A circled 'touch' and wrote '?', this made her know that her word was not proper with the context; it was necessary to be explained again. Especially, when she knew that teacher A read every sentence, it made her more careful in writing. As the result, there were hardly the grammatical mistakes in her exam, and this was the successful feedback from teacher A to make her more accurate in grammar use.



Teacher B

Date: On 11 July, 2008

Time: 12.30-14.00 p.m.

Place: S building, Room S 45

Name of the Teacher: Jojo

Interviewed students:

1. Tajtchai Pattarathumrong
2. Polawat Thongsondhi
3. Surachai Lertsuwansert
4. Pawida Mochadaporn
5. Pitchayaporn Chaiwat



pillow

wardrobe

My home

Second floor My bed room have table I read a book and I do homework on the table. The table have cartoon book to read I have freetimes. In wardrobe have shirt, jeans, underwear, boxer and sock. On my bed have blanket, pillow and bolster. My television on the book case. My bathroom is colour blue have soap, shampoo, toothbrush and enema. My parent room have bed one blanket two pillow two bolster have sofa to rest when they have freetime have mini DVD player, book and lamp on the small table near the sofa

My parent room have wardrobe. In the wardrobe have shirt, jeans, sock and etc. My parent room have television on the bookcase in bookcase have a book anything. Have white dressing table on the dressing table have powder, lotion, comb, mirror and baby oil. have air conditioner and have fan. Bath room have soap, shampoo and toothbrush. My father have small room in this room have many kind of books. This room have brown table and black chair have clock on the wall have small image of the Buddha have a bath room connect my bath room

NOTE...

3 JUL

1. Interview between Teacher B and Student B 1

Teacher: Your journal is in second floor. Ok! Then, you moved to somewhere else!
right. Do you move to somewhere else or just stay one room.

Student : One.

Teacher: Just one room! What is it in Thai?

Student : I forgot!

Teacher: Alright, you wrote in Thai. Why you wrote it in Thai?

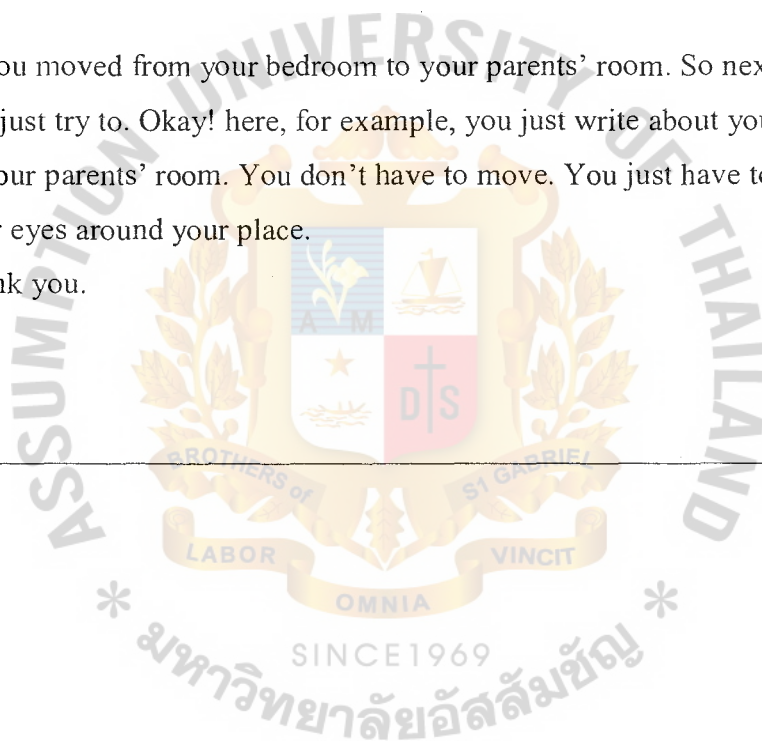
Student : I forgot!

Teacher: Uh! Ok, you see here! You talked about your bedroom first and you
moved to your parent room.

Student : Yes.

Teacher: So you moved from your bedroom to your parents' room. So next time,
you just try to. Okay! here, for example, you just write about your room
or your parents' room. You don't have to move. You just have to move
your eyes around your place.

Student : Thank you.



An Analysis of Teacher B's Written Feedback on Student B 1

There is no teacher feedback on the journal 1 except for the date noted in checking. However, there were a lot of grammatical mistakes in student 1's journal; thus, the researcher just shows some samples of the mistakes that student 1 wrote; for example, when student 1 wrote the Thai word; *ยาสีฟัน* because he did not know the vocabulary, teacher B did not give any sign on it. In another one, student 1 did not fill 's' to indicate that this word is the plural noun such as *two pillow*, *two bolster* or in spelling '*toolbush*'

An Analysis of Teacher B's Verbal Feedback on Student B 1

- Teacher asked student 1 about what he wrote and explained about only choosing one topic to write, and asked student 1 why he wrote it in Thai.

Discussion of Journal Feedback

- First, student 1 wrote the title '*My home*' to describe; however, he did not write it for two full pages as the rule; student 1 omitted the line to write, and each line he just wrote one sentence or one phrase on it. This indicated that he could not expand the text and did not know the method to express his ideas. Still, when there was no teacher feedback on journal, he could not know what he wrote; it was right or wrong. Therefore, when journal was not corrected, student 1 could not develop his writing at all. Importantly, when student 1 broke the rule without writing every line, his work should not have been signed by teacher B. This was a negative feedback that teacher B gave him. Eventually, student 1 would make mistakes and have errors repeatedly in his writing, and from checking like this, student 1 will not be responsible for his writing.

Discussion of Verbal Feedback

- Teacher B used the spoken feedback to know the problem in writing. Teacher asked him about the word that he wrote it in Thai. Nevertheless, student 1 just said 'I forgot'. In addition, teacher B found that student 1 could not control his text because first he wrote his room, but later he changed into his parents' room. This showed that it was difficult for him to expand the text from writing full two pages per one topic; thus, he decided to write another room to make his two papers full of ink.

Most importantly, from interview student 1 was so shy and did not dare to speak to his teacher; as a result, he just said “one”, “I forgot”, “yes”. Importantly, it showed that teacher B did not try to get rid of the problem that took place to student 1. The communication between teacher B and student 1 was a one-way process because teacher B did not build the effort to understand student 1’ writing problem.





ASSUMPTION UNIVERSITY

SUBJECT Eng

SEC. 910

NAME Taichai Pattarathumrong

CODE 5110729

DATE 16 Jul/09

ROOM 545

QUESTIONS	MARKS
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
TOTAL	19
MAXIMUM	

Remarks :

1. Before anything else fill in the blanks above.
2. Students are strictly forbidden to take any booklet out of the exam-hall
3. Students must write on both sides of the paper.

INSTRUCTOR

note

Mr Mumimu — leader — marling

- | | |
|--------------------------------|---------------------------------------|
| - He is a good leader | - He isn't a good leader |
| - Mumimu take care any people. | - want to only money |
| - enjoy | - boring |
| - love his friend every one | - Don't interest any people |
| - people do worked to relax | - people do work work hard |
| - clever | |

Outline

Mumimu is a good leader

He is a clever person

He take care every one

He enjoys every times.

He love his friends very much

He want to people don't work hard

He is a good person

He love to city ~~work~~

~~Marling is a very bad leader~~

~~- Marling want to be only money. Marling don't interest his friend. Also his friend doing work. Marling will drink in his home.~~

Marling is a bad leader

He want to only money

He is boring person

He isn't interesting every one

He will his friend do work hard every time for

Marling is relax in his home

essay

From the book of Mumiya this story, talk about a person is Mumiya, talk about Mumiya have friend, How did Mumiya in the city.

If Mumiya is a ~~good~~ leader in Nolnecnic, Nolnecnic haven't problems any thing, people in the Nolnecnic will not work hard, but If Marling is leader in Nolnecnic every thing will problems. Mumiya is a good person. Mumiya do for his friend is happy. Mumiya ~~will~~ take care every one because Mumiya love his friend very much. Mumiya enjoy every time. Mumiya like to funny because Mumiya haven't problem anything, some ~~the~~ times. Mumiya has Patmini. Patmini has a close friend of Mumiya. And she seem to Mumiya every thing. ~~The~~ example Patmini like to funny. Patmini like to enjoy. Opposite Marling is a bad leader. Marling want to only money. Marling don't care people in Nolnecnic. Marling will be his friend do work hard every time for Marling is relax in his house. ~~Marling~~ Finally Marling don't have friend because his friend is don't like Marling every one.

Duntineer is like to Mumiya because Mumiya is a good person and police in this story like to Mumiya because Mumiya and Patmini ~~are~~ are good person. They don't make problem for who. Mumiya love Nolnecnic very much because Nolnecnic is hometown of Mumiya. Mumiya never don't like who because Mumiya think everyone is ~~is~~ My friend. Mumiya has a knowledge in every topic. His friend want to Mumiya is leader in Nolnecnic. They love Mumiya but They don't love Marling because Mumiya is a good person but Marling is a very bad person for every one in Nolnecnic ~~or~~ Marling is very bad person in the world. If Marling is a good person every one in Nolnecnic like to him.

Discussion of Mid – Term Examination of Student 1

Additional feedback written on the examination booklet was:

The only teacher feedback that teacher B used was to write the score; 19

Discussion of Mid – Term Examination Feedback

There was no teacher feedback from teacher B except for the score; 19. In his writing student 1 did not follow the rule of the test to write two full pages, and there were the grammatical mistakes that teacher B did not correct; for example, **(See the last sentence of the first page)** Finally Marlings don't have friend because his friend is don't like Marling every one, **(See the second page)** Mumimu never don't like who because Mumimu think everyone is My friend, **(See the last sentence of the second page)** If Marling is a good person every one in Nolnocnic like to him. Of course, when teacher B ignored it, student 1 could improve his grammar at all.

The Comparison between the Journal Feedback and the Mid – Term Examination Feedback

In journal, teacher B did not give student 1 any feedback to motivate him to write better. Although student 1 would write Thai word, teacher B did not give any sign on it. Importantly, student 1 might think that teacher B did not read in what he wrote. As the result, it was not necessary for him to care about grammar or the content in writing next time. For verbal feedback, teacher B just explained to him to choosing one topic to describe without explanations in grammar; in addition, teacher B did not talk about the big problem; especially writing two full pages with every line. Then, in the mid-term examination teacher B did not give any feedback on his writing. There was just the score, and surely student 1 could not know that why teacher B gave him the scores like this and what standard teacher B used in decision. Certainly, his writing will not be successful when there was no teacher feedback.

WHEREVER... MY COMPUTER ROOM.

NOW I WAS SITTING IN MY COMPUTER ROOM, THIS ROOM WAS IN THE FIRST FLOOR OF MY HOUSE. THIS ROOM JUST BUILT. A COUPLE YEAR AGO. THE CHAIR THAT I SITTING RIGHT NOW IS FROM MY SISTERS PIANO. THIS PIANO MY MOM BUY IT FOR MY SISTERS LONG TIME AGO. THE PIANO COLOUR WAS BLACK. KAWAI IS THE BRAND OF THIS PIANO. IT WAS ABOUT TEN OR ELEVEN YEAR OLDS. WE USED TO PLAY THIS PIANO WHEN WE WERE KID. THERE ARE MANY THINGS ON TOP OF THIS PIANO SUCH AS MY DAD IMAGE OF THE BUDDHA, MY MOM AND MY DAD PICTURES, MANY SHELLS (MY MOM LIKES TO COLLECT IT WHEN WE GO TO BEACHES), MY DAD STAMP COLLECTIONS, AND ETC. BEHIND ALL THOSE STUFF

WAS A BIG MIRROR. THERE ARE LIGHTS ON TOP OF

THE PIANO. ON THE RIGHT SIDE OF THE PIANO ARE

TWO CHAIRS. ON TOP OF ONE CHAIR HAVE A GREEN FAN.

AND THERE CHAIR HAVE A LOT OF BOOKS. ON TOP OF IT.

ON THE LEFT OF THE PIANO THERE IS A BIG CUPBOARD.

ON THE FIRST SHELF FROM THE TOP, THERE ARE MY MOM

CRYSTAL COLLECTIONS. IT IS REALLY EXPENSIVE. ON THE

SECOND SHELF FROM THE TOP, THERE ARE MY DAD COCA-COLA

COLLECTIONS. THERE MANY CANS AND MANY COCA-COLA STUFFS.

ON THE LAST SHELF, THERE MY DAD COLLECTION AGAIN IS

THIS COLLECTION. IT WAS BONGS, THE THING THE PEOPLES

USE TO SMOKE MARIJUANA OR TOBACCO, THAT MY DAD

GOT IT WHEN HE GO TRAVELS AROUND. ON ANOTHER SIDE

ASSUMPTION UNIVERSITY LIBRARY

Subject:

Date:

ASSUMPTION UNIVERSITY LIBRARY

Subject:

Date:

Date: _____

Subject: _____

ASSUMPTION UNIVERSITY YALISREAINNOITJWSSV

OF THIS ROOM, THERE IS A BIG TABLE. ON THE TOP OF THIS

TABLE, THERE ARE ONE PERSONAL COMPUTER, AND TWO LAPTOPS.

THE PERSONAL COMPUTER ALREADY BROKE DOWN. THAT TWO

LAPTOPS ARE FUJITSU. OH AND THERE ARE SPEAKERS ON

THIS TABLE TOO. IT USED TO PLUG IPAD TO THIS SPEAKERS.

ON THE WALL BEHIND THIS BIG TABLE, THERE IS AIR-CONDITIONER

ON THE LEFT SIDE OF THE AIR-CONDITIONER, THERE ARE MY

FAMILY PICTURE, AND INDIVIDUAL PICTURES. ON THE LEFT

SIDE OF THE BIG TABLE, THERE IS A SOFA SET. THERE ARE

ONE MIDDLE TABLE, ONE LONG SOFA, AND TWO ARMCHAIRS. ON TOP

OF MIDDLE TABLE, THERE ARE A LOT OF BOOK AND MAGAZINES.

THAT MOM MOM USED TO READ IT WHEN SHE HAVE FREETIME.

THE FLOOR OF THIS ROOM MADE FROM CERAMIC TILES.

ASSUMPTION UNIVERSITY YALISREAINNOITJWSSV

Subject: _____

Date: _____

21 JUL

2. Interview between Teacher B and Student B 2

Teacher: Other journal writing now?

Student : Yes! Right, now I can describe more.

Teacher: More and more.

Student : Yes.

Teacher: Because I noticed that you write more than two pages, even three pages

It is good!

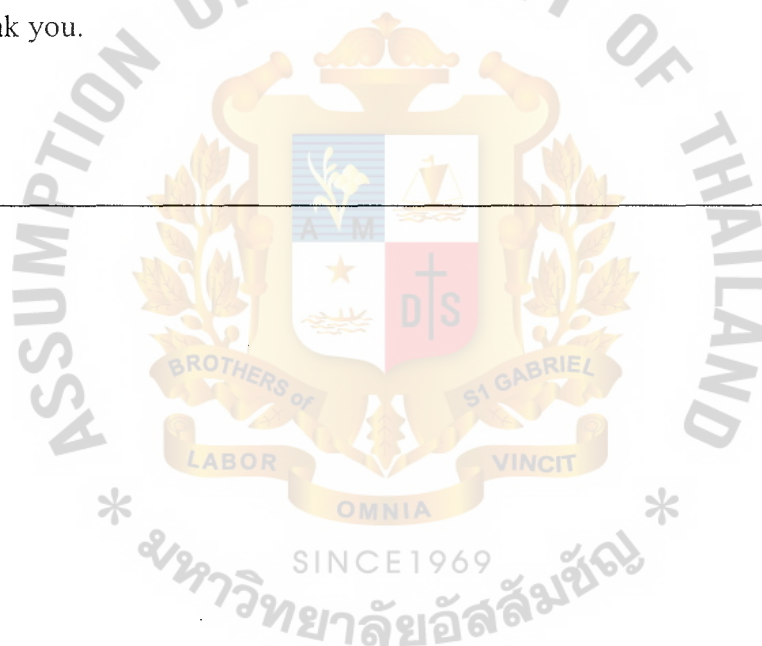
Student : Yah! It is hard for the first that you gave here and describe here more and more.

Teacher: More and more right? So when you don't know the words, how do you do?

Student : Hm.....I can ask my dad, my dad knows a lot of words.

Teacher: Good! Because your journal is getting better and better.

Student : Thank you.



An Analysis of Teacher B's Written Feedback on Student B 2

- Teacher B just wrote the grade A and gave her signature with checked date on student 2's writing. In journal, there were some grammatical mistakes which student 2 made. Nevertheless, teacher did not give any comments more on his journal. For example, student 2 made many errors such as ***"builded a couple year ago."***, ***"my mom buy it"***, ***"year old"***.

An Analysis of Teacher B's Verbal Feedback on Student B 2

- Teacher B just encouraged student 2 when she saw him writing more than two pages, and she wanted to know how he did when he did not know the words to write.

Discussion of Journal Feedback

- In journal writing, student 2 wrote three pages, but he omitted the line to write, and importantly he wrote it by the capital letter. However, teacher did not give any comment to make him improve in writing as the criteria. From checking, when there was no teacher feedback to make him improve grammar. Student 2 could not make a progress of grammar because student 2 did not know which sentence was right or wrong. Importantly, this was a tendency to make student 2 wrote wrong repeatedly.

Discussion of Verbal Feedback

Teacher B asked student 2 about the journal; however, teacher B did not talk about grammar. Teacher B just said 'I noticed that you write more than two pages, three pages, it is good!' This was a negative feedback to student 2 because student 2 did not write it with the correct pattern. In addition, teacher B asked student 2 'when you don't know the words, how do you do?' Student 2 answered 'I can ask my dad, my dad knows a lot of words. Teacher said 'good' and 'your journal is getting better and better'. This encouraged student 2 to try to improve his grammar and to know the variety of vocabularies. In the other hand, teacher B did not explain about some grammar that he wrote wrong, and she did not emphasize the right method of writing.



ASSUMPTION UNIVERSITY

SUBJECT BASIC ENGLISH SEC. 810

NAME POLAWAT THONGSONDHI CODE 511633

DATE 16 JULY 2008 ROOM S45

QUESTIONS	MARKS
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
TOTAL	<u>26</u>
MAXIMUM	_____

Remarks :

1. Before anything else fill in the blanks above.
2. Students are strictly forbidden to take any booklet out of the exam-hall
3. Students must write on both sides of the paper.

NOTE ①

INSTRUCTOR ABOUT GOOD LEADER

- WHAT MAKES A GOOD LEADER ?

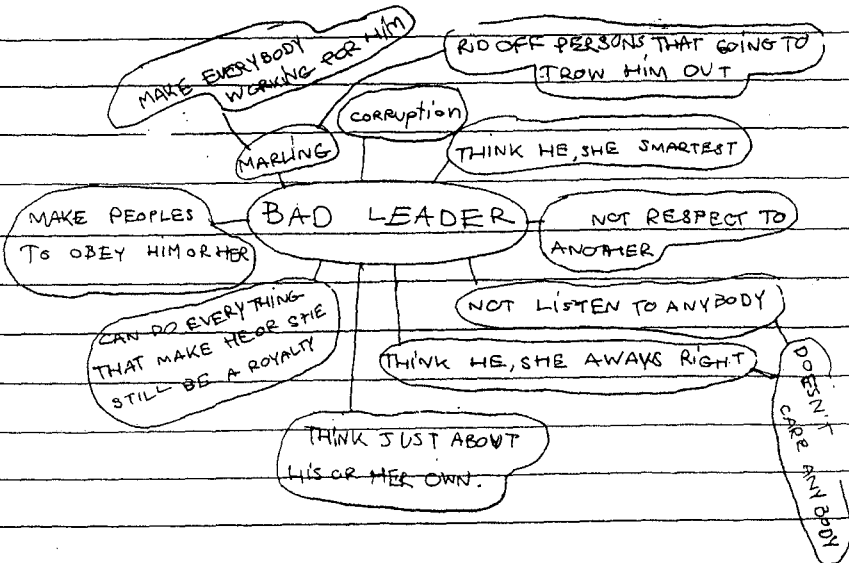
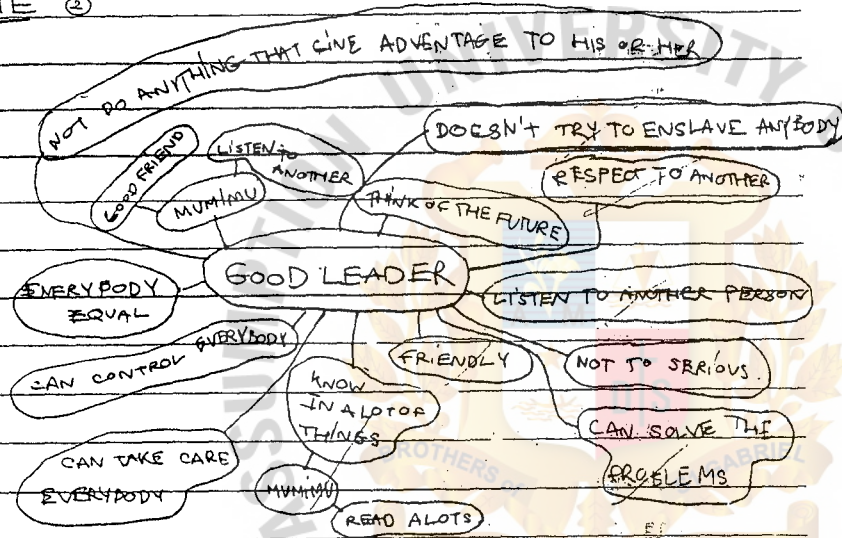
- WHO IS A GOOD LEADER IN THE BOOK OF MUMIMU ? = MUMIMU

ABOUT BAD LEADER

- WHO IS BAD LEADER ? = MARLING

- WHY ?

NOTE ②



OUTLINE

- WHAT MAKES A GOOD LEADER ?
 - A GOOD LEADER HAVE TO BE NICE AND FRIENDLY.
 - A GOOD LEADER HAVE TO KNOW A LOTS OF THING THAT MAKE HIM OR HER SOLVE THE PROBLEMS.
 - HAVE TO PAY RESPECT TO ANOTHER PERSONS.
 - DONOT TRY TO ENSLAVE ANOTHER PERSON.
 - A GOOD LEADER HAVE TO LISTEN TO ANOTHER PERSONS ADVIS.
 - CAN TAKE CARE ANOTHER PERSON IN EVERYTHING.
 - BE A GOOD LISTENER.
 - BE EQUAL IN EVERYTHING.
- WHO IS A GOOD LEADER ?
 - MUMIMU - HE KNOW A LOT OF THINGS.
 - HE CAN CONTRAL EVERY BODY BY HIS KNOW LAGE.
 - HE ALSO LISTEN TO ANOTHER PERSON
 - AND HE CAN SOLVE THE PROBLEM IN THE LAST CHAPTER.
- WHO IS BADLEADER ?
 - MARLING - WHY ?
 - HE THINKS HE THE SMARTER THAN ANOTHE CREATURES
 - MAKE ALL CREATURES WORK FOR HIM.
 - IF PEOPLES DOESN'T OBEY HIM, HE WILL SE THEM TO JAIL.
 - HE CARE JUST ABOUT HIMSELF.

ESSAY

LEADER.

LEADER IS THE PERSON THAT CAN LEAD ANOTHER PERSONS TO DO A THING OR THINGS. THERE ARE GOOD AND BAD LEADER. SUCH AS MUMIMU IS A GOOD LEADER, MARLING IS A BAD LEADER. BOTH OF THEM ARE FROM BOOK OF MUMIMU.

IN MY OPINION, WHAT MAKES A GOOD LEADER? THE FIRST THING, A GOOD LEADER HAVE TO BE NICE AND FRIENDLY BECAUSE HE OR SHE HAVE TO GET ALONG WITH ANOTHER PERSON. THE SECOND THINGS, A GOOD LEADER HAVE TO KNOW IN EVERYTHING. IF THERE IS A PROBLEM, A LEADER HAVE TO SOLVE IT. THE THIRD THINGS, A GOOD LEADER HAVE TO PAY RESPECT TO ANOTHER PERSONS. THE FORTH THINGS, A GOOD LEADER HAVE TO BE A GOOD LISTENER. BECAUSE IF SOMEBODY GIVE AN ADVISE, A GOOD LEADER HAVE TO LISTEN AND MAKE A DISITION LATER. THE FIFTH THINGS, A GOOD LEADER HAVE TO TAKE CARE EVERYBODY. IF HE OR SHE CANNOT TAKE CARE ANOTHER PERSON THEY ARE NOT A GOOD LEADER. THE LAST THINGS, A GOOD LEADER HAVE TO BE EQUAL IN EVERY THINGS. IF A LEADER IS NOT EQUAL, THE SOCIETY WILL NOT BE A PEACEFUL PLACE.

IN MY REAL LIFE A GOOD LEADER IS THE KING OF THAILAND. BECAUSE HE ALWAYS TAKE CARE HIS PEOPLES. AND DONT CARE ANYTHING ABOUT HIMSELF. HE CARE JUST HIS PEOPLES. IN THE BOOK OF MUMIMU, WHO IS THE GOOD LEADER? IN MY OPINION, MUMIMU IS THE BEST LEADER (A GOOD LEADER). BECAUSE MUMIMU KNOW IN MANY THINGS. THAT CAN HELP HIM SOLVE THE PROBLEM

IN THE LAST CHAPTER. AND HE THINKS HE JUST A NORMAL PERSON. AND THE LAST THING, MUMIMU CAN TAKE CARE OF PATMINI WHEN THEY ARE GO ADVENTURE AND ALSO ANOTHER NONOCNIAN. WHO IS A BAD LEADER IN THE BOOK OF MUMIMU? I THINKS A BAD LEADER IS MARLING. WHY MARLING IS A BAD LEADER? BECAUSE MARLING JUST WANT TO TAKE OVER NONOCNI. HE DOESN'T CARE ABOUT ANOTHER CREATURE. HE CARE JUST ABOUT HIMSELF. AND MAKE NONOCNIAN WORSE FOR HIM.

A GOOD LEADER WILL BE A LOVER FOR HIS OR HER PEOPLES. IF YOU BE A BAD LEADER YOU WILL NOT GET LOVE OR RESPECT FROM YOUR PEOPLES. JUST BE NICE AND CARE MORE ABOUT ANOTHER PERSON. THAT WILL MAKE YOU BE A BETTER LEADER. AND ABOUT BE A GOOD LISTENER IS VERY IMPORTANT TOO. IF YOU ARE NOT LISTEN TO ANOTHER PERSON, NO BODY GONNA LISTEN TO YOU. AND THE LAST THING, JUST BE NICE TO YOUR PEOPLES. IF YOU BE A GOOD LEADER YOU WILL GET A LOT ADVENTAGE FROM BEING THAT.

Discussion of Mid – Term Examination of Student 2

Additional feedback written on the examination booklet was:

The only teacher feedback that teacher B used was to write the score; 26

Discussion of Mid – Term Examination Feedback

In the examination booklet, teacher B did not give any feedback to student 2 except for, the score; 26. Nevertheless, although student 2 would get the high scores, he could not know why teacher B gave him like this because there was no feedback on his writing. Importantly, it is possible that student 2 wondered what standard teacher B used in decision. When teacher B gave back to him without the comments, student 2 might ignore the mistakes. Possibly, student 2 might be just interested in the score that he got. Besides, student 2 could not describe two full pages because he spent a lot of time with the long outline.

The Comparison between the Journal Feedback and the Mid – Term Examination Feedback

In journal, the feedback that teacher B gave student 2 was to write the grad A on his journal, but teacher B did not give the symbols to explain about the grammatical mistakes. Then, in the examination booklet teacher B did it like the journal, that is to say, teacher B just gave the scores to him without teacher feedback. Importantly, if teacher B did not check and give the feedback to him with the suggestions, student 2 did not made a progress of the grammar writing. Certainly, from both of the journal feedback and mid-term examination feedback, student 2 still used the wrong grammar like the past because there was no teacher feedback from teacher B at all to make him improve his grammar better.

Teacher Feedback to Student B 3

Wherever?

Now I am sitting at Atom's Bar, where is near the Av's. There are two billards desks, where is inside. There are two restrooms, the first is on the 2nd floor, and the second one is on the first floor. There are 6 sofas here. The biggest yellow are at the corridor, also the red one and dark-red sofa. Others sofas are inside, which are near the billards desks. There are 6 billards sticks, which are lean on the wall.

There are 4 long sticks, so there are only 2 sticks short.

There are a bakery range or a cooking oven at the corridor, which is

cover by the yellow awning. There is an old broken motorbike inside, which

is under the stair. At this place, there are two televisions. The

first biggest one is near the inside sofa. Another is under the

stair, and it is on the right inside of the broken motorbike, but it is

very old. And it doesn't work right now. They are all decorations. There is

a huge refrigerator inside, where is behind the bar. Inside the fridge,

there are 10 bottles of Coke, 15 bottles of Sprite, 6 bottles of Hiniken, 14 bottles

of Singh beer, and 20 bottles of water. There is a computer, which

is on a floor. It's very dark inside, because there is a few

light inside. There is only one picture on the wall. And the wallpaper is

dark-grey. The billards desks are red. The floor have the same colour as the

wallpaper. There is a fan on the wall, which is seems not working. There is

a window between inside and corridor, which have a stickers show "Atom bar

open 11:00 - 12:00". There is a cashier at the bar, where is between restroom and

refrigerator. There are two tables, the biggest one is near the inside sofa,

and the smaller one is at the corridor. The biggest one, which have an ashtray

on it, and it's always full by cigarets. There is a pub on the second

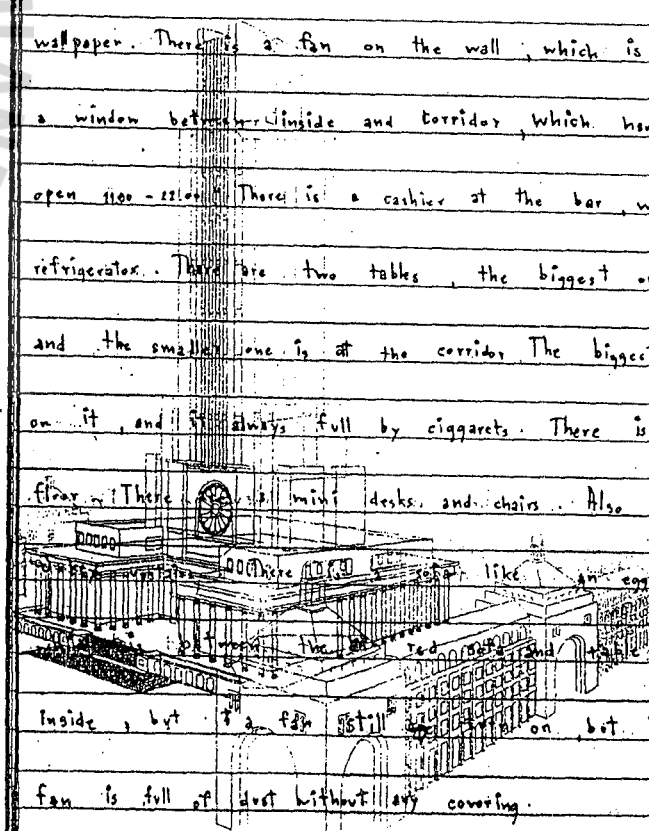
floor. There are mini desks, and chairs. Also there is a Disk. Some

are like an egg on the first floor,

There is an airconditioner

inside, but it's a fan still on, but it's looks very old. And the

fan is full of dust without any covering.



Tha. JOL

3. Interview between Teacher B and Student B 3

Teacher: Do you like writing journal?, now so do you like it?

Student : Yes, I like it.

Teacher: Why do you like it?

Student : I have a problem with some grammar! Like, how to use! I have a problem to choose tense, like past tense or perfect tense, simple tense, I am confused. Sometimes I usually use the simple present tense.

Teacher: That's good! So do you think the grammar that made stop your writing sometimes?

Student : No, I just keep continue writing. And may be I just only think 30% about grammar because I think it's not important if I write. And I think not everyone is correct 100% and you know what I mean.

Teacher: Good. Thank you.

Student : Thank you.



An Analysis of Teacher B's Written Feedback on Student B 3

- There was no teacher feedback on the journal 3 except for the date and the signature noted in checking. Nevertheless, there were the grammatical mistakes that teacher B did not solve in his writing such as *'only 2 stick short', 'cigaretts', using (which, where) of the complex sentence.*

An Analysis of Teacher B's Verbal Feedback on Student B 3

- Teacher B asked student 3 whether sometimes grammar made him stop his writing to know the problem while student 3 wrote.

Discussion of Journal Feedback

- Student 3 did not write the title; just write 'wherever?', and he did not write two full pages as the criteria because he omitted the line to describe. Nevertheless, there was no feedback from teacher B; except for the signature and the noted date. In journal, student 3 made mistakes in many points; especially the complex sentence. (See sentence 2) When teacher B did not give him any feedback or not check them carefully, student 3 might understand that his grammar was correct. Nevertheless, the complex sentence was difficult to use, and if teacher 3 did not expound about it to him, he could not use it rightly. When student 3 got teacher feedback like this, he could not improve his grammar. Possibly, student 3 may not be careful in his next writing such as spelling, article, tense, word order etc.

Discussion of Verbal Feedback

Teacher B asked student 3 in the journal writing 'Do you like writing journal now?' Student 3 said 'yes, I like it'. Then, teacher B asked about the reason 'why do you like it'. He said 'I have a problem with some grammar; how to use, I have a problem to choose tenses like the past tense or the perfect tense, simple tense, I am confused'. However, he told teacher B 'sometimes I usually use the simple present tense. This indicated that he had the problem about choosing the tense to write, so the reason was that he wanted to use tenses correctly to improve his writing. That was why student 3 liked to write journal. However, teacher B wanted to know and asked him 'do you think the grammar that made stop your writing sometimes?' Student 3 said 'no I just keep continue writing' this was good for him to try to go on doing; besides, student 3 said 'I just only think 30% about grammar because I think it is not important if I

write, and I think not everyone is correct 100%'. However, although student 3's opinion was right, teacher should have increased some ideas to make him pay more attention to grammar writing. Besides, though this feedback made teacher B know that student 3 was anxious about choosing tense, teacher B did not recommend or emphasize on the use of the correct tense.





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SUBJECT Basic English SEC. 910
 NAME MR. Surachai Lertsuwanseri CODE 5116290
 DATE 16 / 7 / 08 ROOM 545

QUESTIONS	MARKS
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
TOTAL	<u>22</u>
MAXIMUM	_____

Remarks :

1. Before anything else fill-in the blanks above.
2. Students are strictly forbidden to take any booklet out of the exam-hall.
3. Students must write on both sides of the paper.

INSTRUCTOR

Notes

+ Good

+ Bad

Patmini

Maruling

Mumimv

to be good leader

- know the problems
- know the reasons.
- have + responsibility
- can design
- have a leader skill.
- give more chance to +

bad

- opposite from good.
- don't care anyone.

- know how to develop.

- calm

- considering the situation

other people to complain or recommend. by reason

response → responsibility

Patmini

Maruling

- good friend
- smart
- have good reasons
- have many good ideas
- 99% with every people
- good vision and decision
- care everyone
- can do everything
- brave
- have a behavior.
- Make everything bad.
- cheating
- like to order everyone
- bully
- no have reason
- Only himself, so he don't care anyone
- bad guy

Outline

Intro - What is a leader

Body - What about ~~Maruling~~ Patmini and Maruling

- How is a good leader
- How is a bad leader
- How to be a good leader
- How important about the leader.

Conclusion

Essay

- ~~Good leader~~
- ~~Responsibility~~
- ~~Give more chance to others~~
- ~~Just good~~

The leader should be a good person, who can do everything, which decide by reason. The leader is critical. Every groups, province, and countries should have a leader. So the leader should be the one, who have more reasons, experiences, skills, and ideas. If some groups don't have a leader, these groups will be felt in every situations or challenges.

In the book of Mumimi, there are two kinds of leader, the good and bad leader. The good leader is Patmimi, who know what are the most important to her undercontrolled creatures. She have many good reasons. She can decide in every situation with her good reason. She is joyful leader, so she can play with everyone. She have a good vision and decision. She also give more chance to other people to recommend and complain about her doing or project. The bad leader is Marling, who make everything bad. He don't know to enough. He was a leader by cheating and tricking. If he need somethings, he like to order, but he never do by himself. He is a bully. He never care, who are undercontrolled by him. He just only think, he have to receive from other, but never give to anyone.

In the real life, also have a good and bad leader. If in the group or countries have good leader, it will be good for the group's member or people in these countries. So we have to make sure that we are promote the good leader to make our group or country to developed. It's hard to be a good leader, but it's easy to be a bad leader. A good leader have to make sure that, he or she have enough reasons to judge or to decide. He or she have to be good on considering skill. They have to be a good friend with everyone. They should have a good vision. Many people need to be a leader, because it's like smart, They can order everyone, but the true is opposite. A leader have to work harder than everyone. The leader should have more responsibilities than others. The good leader have to give more chances to others people to recommend or complain. He or she have to develop as much as they can do. The good leader should be the one, who take care everyone. The good leader have to give more than take. The good leader must not cheating by every ways. By the way, The good leader, should be a good person.

The leader is important, If the leader is good the undercontrolled people is good, but If the leader is bad it will be the dark edge of the undercontrolled people. So, the groups or countries need to depend on the leader.

Discussion of Mid – Term Examination of Student 3

Additional feedback written on the examination booklet was:

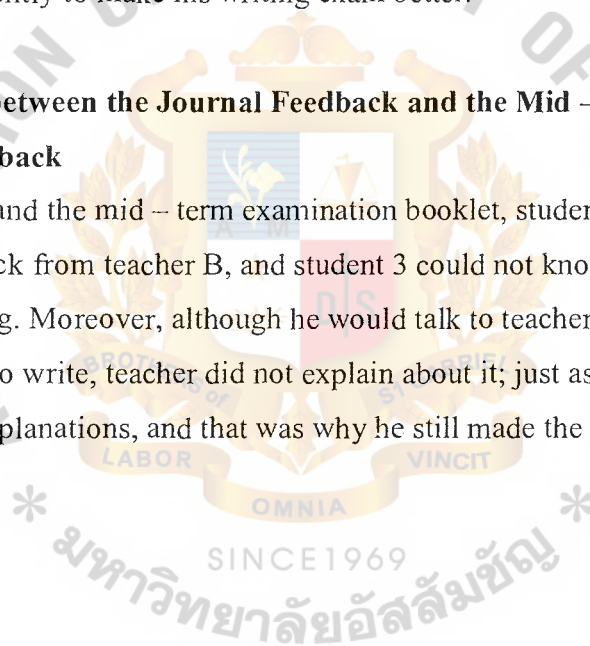
The only teacher feedback that teacher B used was to write the score; 22

Discussion of Mid – Term Examination Feedback

Teacher B just wrote student 3 the score; 22; however, teacher did not give any feedback on his writing. In the examination booklet, student 3 did not write for two full pages as the criteria. Certainly, when student 3 received this, student 3 could not improve his writing such as tenses, the symbols in writing, word order etc. Of course, student 3 would wonder why teacher gave the scores to him like this. Importantly, he could not know the defect in grammar, and student 3 could not know which part he had to improve urgently to make his writing exam better.

The Comparison between the Journal Feedback and the Mid – Term Examination Feedback

In both the journal and the mid – term examination booklet, student 3 did not get any comment or feedback from teacher B, and student 3 could not know that what he wrote right or wrong. Moreover, although he would talk to teacher about the problem in choosing tenses to write, teacher did not explain about it; just asked about the problem without explanations, and that was why he still made the mistakes.



"Wherever"

My Parent's bedroom is the biggest one in my home.

It includes two little rooms in it. They are bath room and dressing room. The bath room has a bathtub, a shower and a '6 x 10 feet' mirror. The dressing room has many wardrobe and dressing table. The wardrobes have 5-6 doors for polling and sliding. The dressing table was made from wood which was repainted by me with gold color. And the mirror of its is quite big which is Louis style. In front of these two rooms has a set of home-theater player for DVD which has five loud-speaker surrounding the room.

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Date: _____
Subject: _____

Opposite them, it has a king-sized bed which was made of wood.

It is covered with golden bedspread. Beside it, it has a little golden stool. Next to the bed has a sofa, a wooden sofa, was

covered with red velvet cloth. Between sofa and bed has

a wooden desk which is Victorian style. Most of handle

was made of brass. It was shaped by scrolling timbers

to be a part of this table. This room has another door

to go to balcony. It has many little plants such as fern,

rose and Thai orchid which impress my mother so much.

It has two little birds' houses because my father like

to listen voice of bird every morning to waking him up

All of convenient and comfortable things was contained in

this room.

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Subject: _____

Date: _____

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4. Interview between Teacher B and Student B 4

Teacher: What about your journal when you write?

Student : At first it is hard for me, and I think two pages is too much if you said the first week only one page is too much for me, and I write only half page; I will try to do much and now it is quite hard, I don't know how to write two full pages, but now I know to make a long sentence.

Teacher: You drag your sentence or you drag your grammar

Student : At first I not correct tense but now when you tell me about you use only present. I will use it.

Teacher: What is your procedure when you write your journal?

Student : I think suddenly and I will give my Thai-English dictionary to search my vocabularies that I don't know and write it.

Teacher: Hm....thank you

Student : Thank you.



An Analysis of Teacher B's Written Feedback on Student B 4

- Teacher B just wrote the grade A. the name, the date noted in checking on student 4's journal. Nevertheless, teacher did not give any comments more on her journal, although student 4 would made a grammatical mistakes such as "*My Parent's bedroom*", "*my father like to....*"

An Analysis of Teacher B's Verbal Feedback on Student B 4

- Teacher B asked student 4 about the feelings in writing journal, and she let student 4 tell the procedure in writing journal.

Discussion of Journal Feedback

- In checking, teacher B just gave grad A as the feedback in student 4' writing. This feedback could encourage student 4 to write more, but she could not know her defect in writing; especially grammar. Importantly, student 4 did not know which sentences she had to improve. Importantly, student 4 did not write the title that she wanted to describe and not expanded the text two full pages as the criteria; student 4 omitted the line to write. However, although student 4 would get A, she could not know that which point she had to improve. It is easily possible that student 4 would not revise her next writing because teacher B did not check it in detail. Student 4 might understand that if she wrote more and more, she would get A, though she would have a lot of the grammatical mistakes.

Discussion of Verbal Feedback

Teacher B asked student 4 about writing journal; however, student 4 told teacher B 'At first it is hard for me, and I think two pages is too much if you said the first week only one page is too much for me, and I write only half page; I will try to do much and now it is quite hard, I don't know how to write two full pages, but now I know to make a long sentence'. This feedback would make teacher B know that student 4 could expand the text more, and know that student 4 tried to write as much as she could. Importantly, it showed that student 4 made a progress of the expression more. Student 4 told teacher that before this she did not know to choose the tense to write, but when teacher B told her just to choose the present sentence, this would not make her confused with using the tense and made it correct. Then, teacher asked student 4 about the procedure of writing, and she said 'I think suddenly and I will give my

Thai-English dictionary to search my vocabularies that I don't know and write it'. This made teacher B know student 4's way to improve the vocabularies to expand the sentences. This spoken feedback could make teacher B know that student 4 understand in what she explained about using tense, and importantly teacher could know which method student 4 used in expanding the sentences; that is to say, student 4 looked up the words into Thai -English dictionary.





ASSUMPTION UNIVERSITY

SUBJECT BG 0024 SEC. 810
NAME Pamida Mochadaporn CODE 511692
DATE 16 July '06 ROOM. S 45

QUESTIONS	MARKS
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
TOTAL	<u>6</u>
MAXIMUM	_____

Remarks :

1. Before anything else fill in the blanks above.
2. Students are strictly forbidden to take any booklet out of the exam-hall
3. Students must write on both sides of the paper.

INSTRUCTOR

- | | |
|---------------|--------------|
| - Good leader | - experience |
| - Bad leader | - kind |
| - Potminni | - equality |
| - Morning | - rules |

- responsibility

- becoming leader is so difficult.

- independent

- To be good leader is more difficult

- understanding their tradition and culture

- Some leader have arrogance.

- smart and have good vision

- Leader should bring civilization to

- arrogance

his or her country.

- Selfish

- Leader should make peaceful land.

- tricky

- unfriendly

- enslaving people

- clever

- unkind

- If we have good leader, our country will be better and better.

- Good leader can bring more peaceful land.

- Good leader is a person who control everything to be good way.

- All of his or her advantages and characteristics can bring happiness to country.

- If we have bad leader, our country will be worse.

- Bad leader may be so selfish who do any work for himself/herself.

- Arrogance can make bad leader because he may not listen people's attitude.

- All bad characteristics may bring democracy off the country and make the dark age.

1. Good leader

1.1 Good leader at Nalanda is Patmini

1.2 Good leader should have advantages and good characteristics.

1.2.1 Experience can make a leader leader.

1.2.2 Good leader should have kindness.

1.2.3 Equality can make country to be peaceful.

1.2.4 Sometimes, leader should make rules for control duty and condition of people.

1.2.5 Good leader has great responsibilities which make him or her independent.

1.2.6 Understanding the tradition and culture can lead the way country suppose to be.

1.2.7 Good leader should be smart for bring civilization and peace for people in that country.

1.2.8 Good leader should have good and wide vision to lead country.

1.3 The better of leader, the more peaceful become.

2. Bad leader

2.1. Bad leader after Patmini gone is Maruling.

2.2 Maruling have many disadvantages.

2.2.1 Maruling always talk to others pretentiously.

2.2.2 He is arrogance that he is cleverest in the world.

2.2.3 He is a tricky creature who always find the way to enslave people.

2.3 Bad leader use rules to control people.

2.4 Bad leader may be selfish to do any work for herself or himself.

2.5 Bad leader can make the dark age.

2.6 Sometimes, bad leader is so clever but he use it in the wrong way.

3. His or Her characteristics always reflect how they control or lead the country.

3.1 A kind, smart leader shows how the country suppose to be.

3.2 A selfish, tricky leader shows how to control everything for his or her benefits.

4. How to be good or bad leader?

4.1 It is upon to his or her characteristic and vision.

4.2 It is up to the way he or she lead the country.

4.3 Becoming the leader is so difficult but being good leading is much more difficult.

The leader is important person of the country. Because he or she make the way how the country go. Selecting or Electing the good person to be a leader is difficult. Because we aren't sure that how he or she be. Good leader can make peaceful country. On the contrary, bad leader can make the dark age.

Good leader of Nakhon Si Thammaraj is Patmini, because she are kind, friendly leader who always think about happiness of her kingdom. According to Patmini, the good leader should have kindness. Experience, is important thing, can make a leader leader. Because if he or she face the problems, he or she can get through of them. The good leader can make peaceful country because of his or her equality. Sometimes, the rules is necessary for controlling people but those rules should be made by everyone in that country. This way known as democracy and its always a good way to lead people. Because this way can solve any problem by people and leader and the people can choose the way how the country suppose to be. Good leader always has great responsibilities because he or she have to do work for many people. And it cause the independence of the leader. These responsibilities are about all people and they are not about his or her benefits. So, it is a hard work. Some leader may come from foreign country. Therefore, the good leader should understand the tradition and culture in each country. Such as in Thailand, we have different way to greeting from other country and we have different way to connecting men and woman from west country: woman shouldn't meet men closely and shouldn't be only two of them. Good leader should be smart for leading the country to civilization. The smarter leader, the more peaceful country get, I think so. The good leader should has: good vision. The vision means how to lead the country.

The bad leader after Patmini gone is Maruling. He has many disadvantages such as he always talk to others pretentiously because he want benefits from them, he is arrogant that he think he is cleverest in the world. He is a tricky, selfish creature who always find the way to enslave people and find benefits from them. According to Maruling.

Discussion of Mid – Term Examination of Student 4

Additional feedback written on the examination booklet was:

The only teacher feedback that teacher B used was to write the score; 26

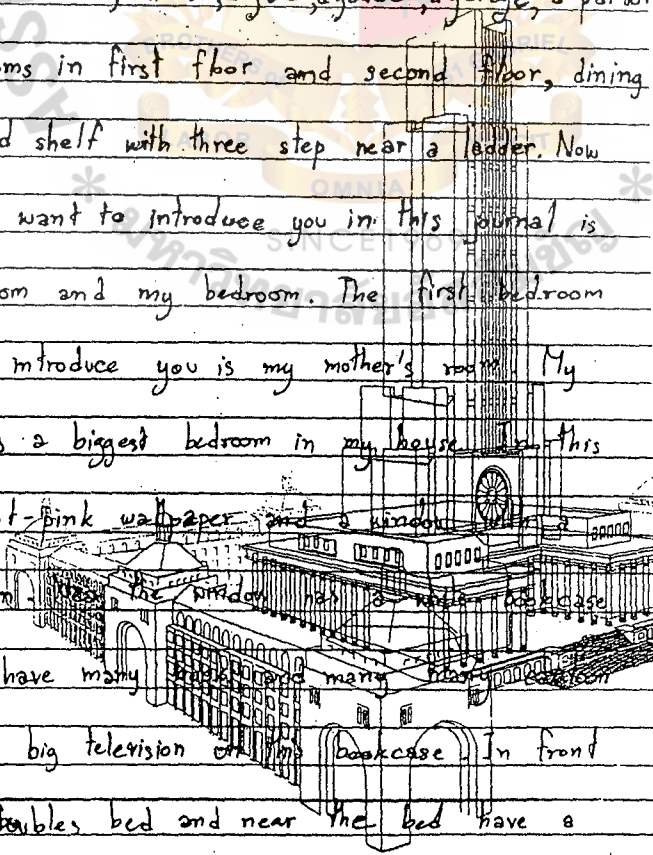
Discussion of Mid – Term Examination Feedback

In the examination booklet, teacher B just gave the scores on student 4's writing. There was no feedback to make student know which point student 4 had to improve. In writing, student 4 just wrote one page and five lines, she spent a lot of time thinking the outline. Nevertheless, when there was no feedback and comment from teacher B, student 4 did not know how much she had the knowledge about grammar use. Moreover, student 4 might think she wrote the outline a lot; nevertheless, this was not the entire criteria to decide that student 4 did because in her essay student 4 just wrote one page and five lines. In contrast, she got the high scores 26/30.

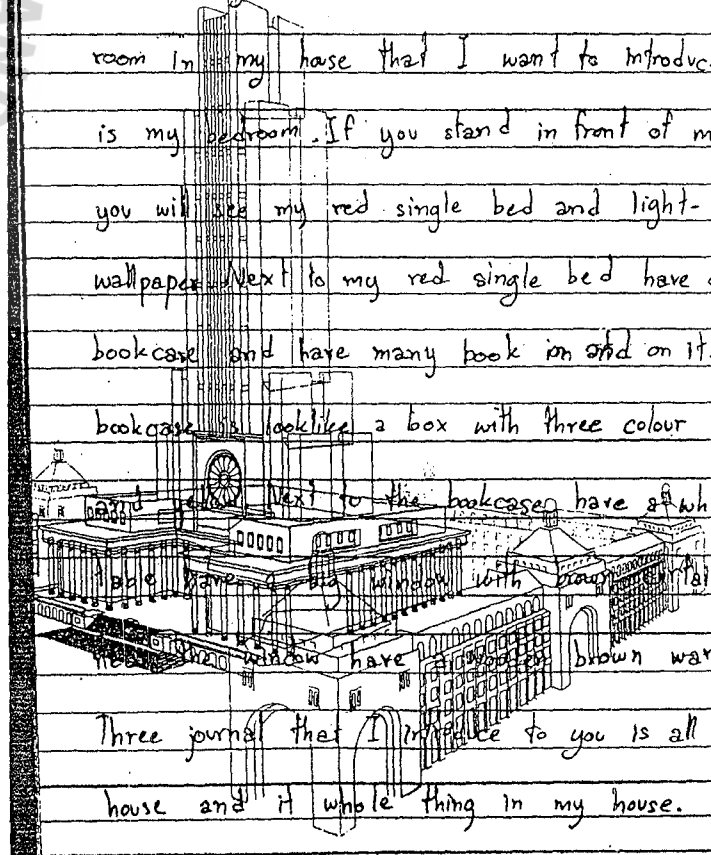
The Comparison between the Journal Feedback and the Mid – Term Examination Feedback

In journal writing, the only written feedback that teacher B gave was to write the grade A. However, although student 4 would make mistakes about grammar use, teacher B did not make any sign to emphasize on it, this would make student 4 not know her grammar was good or not. Possibly, student 4 wanted to know what she wrote right or wrong. When teacher B did not give any feedback on her work, student 4 could not improve her grammar more. Nevertheless, in verbal feedback teacher B could know student 4 chose to use the tense rightly from her answers and knew her procedure in writing to make the text longer. In the examination booklet, student 4 spent a lot of time thinking and writing the outline without thinking of her essay. Therefore, student 4 just wrote one page and five lines; however, when teacher B gave her back, student 4 might pay attention to the scores without revision because teacher B did not correct the essay at all. This was unhelpful feedback to student 4 because student 4 did not know how to improve her grammar writing.

This journal is join with the journal that I has wrote same the last journal. First I want to repeat the thing that I have wrote before this journal. The other journal I has wrote is about my house, a gate, a garden, a garage, a parlor a kitchen, bathrooms in first floor and second floor, dining room, a ladder, and shelf with three step near a ladder. Now the place that I want to introduce you in this journal is my mother's bedroom and my bedroom. The first bedroom that I want to introduce you is my mother's room. My mother's room was a biggest bedroom in my house. In this room have a light-pink wallpaper and a window with a light-brown curtain. Near the window has a white bookcase in the bookcase have many books and has a big television on the bookcase. In front of it have a double bed and near the bed have a



small dark-brown table and a box of medicine in it. Opposite of the table have a india red fan and a white dressing table with a big mirrors. At the wall have a big wooden brown buildin wordrobe. The last room in my house that I want to introduce you is my bedroom. If you stand in front of my bedroom you will see my red single bed and light-brown wallpaper. Next to my red single bed have a colourfull bookcase and have many book on and on it. My bookcase is looklike a box with three colour blue pink, Next to the bookcase have a white dressing table with a big window with a brown curtain and a brown wardrobe.



Three journal that I introduce to you is all about my house and it whole thing in my house.

hjul

5. Interview between Teacher B and Student B 5

Teacher: Do you have any question about journal writing?

Student : Hm....

Teacher: You are telling me about your mother bedroom and your bedroom

So you mean both of room, but you just describe one room.

Student : Hm.....

Teacher: Do you have any question about grammar or the vocabularies?

Student : Hm..i am worried about grammar.

Teacher: So you are worried about grammar. Do you feel worried about grammar problem in writing journal?

Student : Hm.....

Teacher: No! You just continue to write anyway. Okay, that's good.

Student : Thank you.



An Analysis of Teacher's Written Feedback on Student B 5

- There was no teacher feedback on the journal 5; except for the date and the signature noted in checking. However, there were many grammatical mistakes that student 5 wrote; for example, *this journal is join with the journal that I has wrote same the last journal.*

An Analysis of Teacher B's Verbal Feedback on Student B 5

- Teacher B asked student 5 whether he had any question about journal writing. However, teacher B did not know the real answer because teacher B did not build the attempt to get rid of the problem which occurred to student 5, and student 5 just talk to her in short.

Discussion of Journal Feedback

- First, student 5 did not write the title to describe, and she did not write two full pages as the criteria; however, teacher did not give any symbol or the written comments on her journal. When student 5 got the feedback like this, student 5 would not revise what she wrote or ignore the grammar accuracy. Importantly, teacher should not have signed on her journal; when teacher B did not rewrite or give the signs on the grammatical mistakes, **(See sentence 3)** student 5 still used the present perfect tense; changing verb 3 '**has wrote**'. Student 5 did not know how to improve without teacher feedback. Possibly, student 5 wondered what she wrote was read by teacher B or not because if teacher B read why she did not correct it. Student 5's grammar would not be improved such as sentence sequence, the complex sentence, word use, tenses etc.

Discussion of Verbal Feedback

Teacher B let student 5 tell about the problem in writing journal; nevertheless, student 5 did not say anything much. Then, when teacher read her journal, teacher B expounded about it 'You are telling me about your mother bedroom and your bedroom. So you mean both of room, but you just describe one room'. This showed that student 5 could not write two pages with one topic, so she had to write another room to expand the sentence; otherwise, student 5 could not control her text with systematic thought. Later, teacher B 'Do you have any question about grammar or the vocabularies? Student 5 hesitated to answer 'I'm worried about grammar'. Teacher B

said again ‘Do you feel worried about grammar problem on writing journal?’. Nevertheless, student 5 just said ‘hmm’. Thus, teacher B said ‘You just continue to write anyway. Okay, that’s good’ this encouraged student 5 go on writing. However, teacher B could know student 5 had a problem about grammar. However, teacher B did not explain about using the tense in writing or not emphasize the wrong points. Student 5 was still confused with using tense and could not improve more because teacher B did not recommend student 5 to prove grammar on her writing.





ASSUMPTION UNIVERSITY

SUBJECT Basic English

SEC. 501 810

NAME Pitchayaporn Chairawat

CODE 5116131

DATE 16 July 2008

ROOM S45

QUESTIONS	MARKS
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
TOTAL	22
MAXIMUM	_____

Remarks :

1. Before anything else fill in the blanks above.
2. Students are strictly forbidden to take any booklet out of the exam-hall
3. Students must write on both sides of the paper.

INSTRUCTOR _____

Note

- 1 The experience in Nolnocni.
- 2 The leader must know anything about his or her creatures.

- 3 The leader must have a good knowledge.
- 4 The leader must know every thing about Nolnocni.
- 5 The leader must develop the thing in Nolnocni.
- 6 A good leader in The Book of Mumimu is Mumimu.
- 7 The leader must have a good friend to support and help good thing that leader want to do.
- 8 Marbling is a bad leader because he is
- 9 The leader must don't pressure his or her creatures.
- 10 The leader must help his or her creatures to do work not only told them to do a lot of work and The leader rest.
- 11 The leader must have a power.

2 The leader must always tell the true not lie.

Outline

- 1 The leader must have a good friend to support and help good thing that leader want to do.
- 2 A good leader in The Book of Mumimu is Mumimu.
- 3 Marbling is a bad leader.
- 4 The leader must help his or her creatures to work not only told them to do a lot of work and The leader rest

Essay

In my opinions the thing that make a good leader is experience of the leader and a good friend and Mumimu can support my opinion. Mumimu have Patminni and she is a good friend. And a bad leader in The Book of Mumimu is Marnling. Marnling only told and pressure his creatures to do anything that he want but he never help his creature to do anything.

In The Book of Mumimu. Patminni was a leader before Mumimu come to Nolnocni she knew about Nolnocni better than Mumimu. Patminni know everyone in this land, she knew the thing around Nolnocni more than Mumimu know, she know about the socialize in Nolnocni, she have a good relationship to Nolnocniance more than Mumimu, she know all the culture in Nolnocni, and everybody love her and want Patminni to be there leader. But I thing Patminni is look like a kid so I think Mumimu is a good person to be a good leader in Nolnocni. In my opinion Mumimu have more experience to be a leader in a real life than Patminni examples at A-na house Mumimu want to watch music program to have a knowledge but Patminni only say she want to play with Mumimu she think the educate is not the thing that she want and the second thing that support my opinion is when free time in A-na house Mumimu asked A-na to use her computer to searched anything about Nolnocni and find the way to go back home but Patminni always play and help Mumimu search

about Nolnocni sometime. And I thing Patminni is a good friend who can support Mumimu to develop Nolnocni and Patminni's experience about Nolnocni is a good thing that help Nolnocniance will have a good relationship to Mumimu. And I thing Mumimu have many experience out side Nolnocni more than Patminni examples he know that he can found the way to Nolnocni and the thing about Nolnocni whether he online and search and found something in the Bookshop, he can use e-mail to told A-na that they arrive to Nolnocni, and he can order book by search in online. A bad leader

A bad leader in The Book of Mumimu is Marnling because he is a thief and he always lie before he come to Nolnocni. And when he arrive to Nolnocni he do the bad thing to be Nolnocniance leader and when he was a leader he told everyone to do a lot of work all day all night to do the thing that he want. Marnling told that he is a leader he want a palace, a garden, a good food, a red wine, and etc.. And I thing a leader must take his creature in the juld by the cause that they does not do. And the leader must help his creature do work not only stay in the palace and drink red wine.

The thing that I told you is my opinion about a good and bad leader in The Book of Nolnocni. A good leader in this book is Mumimu because he have a good friend like Patminni and he can develop Nolnocni. And a bad leader and a bad person in The Book of Mumimu is Marnling he always pressure his creature.

Discussion of Mid – Term Examination of Student 5

Additional feedback written on the examination booklet was:

The only feedback that teacher B used was to write the marks; 22

Discussion of Mid – Term Examination Feedback

In the examination booklet, teacher B just gave the marks on student 5's writing, and above all teacher B did not rewrite or give any symbol on her grammatical mistakes.

In her writing, student 5 could write as an essay for two pages as the criteria. Still, when there was no teacher feedback, it was impossible that student 5 would have the grammar progress because only writing the score did not make student 5 know what she wrote right or wrong, or arranging ideas were good or not.

The Comparison between the Journal Feedback and the Mid – Term Examination Feedback

In journal, teacher B did not give the useful feedback to student 5 to improve her grammar. She just signed her name on it; when there was no feedback, student 5 did not know which part she had to resolve. Consequently, student 5 still made the mistakes. Importantly, this feedback would not motivate student 5 to try to use grammar rightly because teacher B did not care about her grammar or spelling. In oral feedback, student 5 told teacher about the problem in writing journal. That is to say, Student 5 had a problem about grammar use; she could not use the tense or the structure of grammar such the complex sentence, the passive voice. However, teacher did not explain or emphasize on it to her; especially the present tense in the description writing. When feedback was not clear, it was difficult for student 5 to make a progress in grammar writing. In the examination booklet, giving feedback was like the journal, teacher B just wrote the score on her writing. Of course, student 5 did not know why she got the marks; 22. Possibly, she thought that she wrote two pages with the outline as the criteria; nevertheless, there was no comment from teacher B to make her grammar writing better. Maybe, student 5 wanted to know what she made mistakes in grammar use. When her writing was not corrected or rewritten by teacher B, it would not make student 5 try to go on writing because she did not receive the new knowledge from teacher feedback.

Teacher C

Date: On 11 July, 2008

Time: 12.30-14.00 p.m.

Place: S building, Room S 23

Name of the Teacher: Nang

Interviewed students:

1. Phuwadon Chaisomboon
2. Aroonrojana Prasetsaeng
3. Warut Ananowanna
4. Passakorn Virataka
5. Junrapong Cheewarojtagoon



Teacher Feedback to Student C 1

(What do you see and participate in Wai Kru ceremony)

In Thailand teacher is like the second parents. Why I said teacher is like the second parents? Teachers are not only give you a knowledge but also teach you to be a good student and take care of you as their children. That why we have a Wai Kru ceremony to show the respect to the teacher and thanks teacher. In Assumption University have Wai Kru ceremony every year and the ceremony is different from the Wai Kru ceremony in my high school.

In Assumption University, Wai Kru ceremony is more luxury than my high school, I need to decorate the flower to give to the teachers and decorate the board in my classroom when I studied in high school. And at there when the ceremony began every teacher and the students must stay in the meeting room. There are about 100 teachers and 2000 students. So I can say that "the teachers and the students are less than half of the Wai-Kru ceremony in Assumption University". In Assumption University, there are about 5000 - 10000 people in the Wai Kru ceremony. This ceremony is set at The John Paul 2nd Sport center at Assumption University, Suvarnabhumi campus on Thursday 19th June, 2008. In the sport center there are

because you are just year student, when you are senior mean you can learn from teachers & others

many students sit on the stage around the sport center, the students can sit on the stage all of them because the hall is very large. And moreover, the student must wear the full uniform also.

In my opinion, the Wai Kru ceremony of Assumption University can give me the different feeling from high school. Because in my high school I participate in Wai Kru ceremony more than Assumption University. I was a leader to sing the song and others but in this ceremony, I just see the ceremony go on and didn't do anything only see.

So I can conclude that this ceremony is the identity of Thai culture, although I just only see the ceremony, but at least I feel appreciate to be in Wai Kru ceremony, it made me more respect the teachers who give me the knowledge and whenever I participate in Wai Kru ceremony I think it is the great traditional day of Thailand for everyone who are the students of Thailand and the foreign students who are studying in Thailand also.

Finally, I want to tell you that "The Wai Kru ceremony is very important for everyone because everybody has to grow up by the teaching of teacher". And I promise I will be a good student and pay more attention for studying.

Thank you for your promise.

1. Interview between Teacher C and Student C 1

Teacher: When I give you journal back, I always write some comments on your journal, right? So at that time do you understand my comments or not?

Student: Yes, I think it is very useful for me. I can develop myself for writing.

Teacher: When you write your journal, which part is the most difficult for you? grammar, thinking, vocabularies. Among of theses, which one is the most difficult for you? And how to improve.

Student: Grammar.

Teacher: Hm...grammar is the most difficult for you. But you understand how to improve the title!

Student: Yes, I can understand.

Teacher: Good.

Student : Thank you.



An Analysis of Teacher C's Written Feedback on Student C 1

- Teacher C wrote *'because you are first year student, when you are senior man, you can lead freshmen & others'*.
- Teacher C underlined *'I promise I will be a good student'* and wrote *'thank you for your promise'* with the signature.

An Analysis of Teacher C's Verbal Feedback on Student C 1

- Teacher C asked student 1 whether he understood the comments that she gave, and teacher C wanted to know which part was the most difficult for him.

Discussion of Journal Feedback

- First, student 1 wrote "what do you see and participate in Wai Kru ceremony" as the topic, and student 1 could describe two full pages as the criteria. Then, on paper, written feedback that teacher C used was to express in what student 1 wrote. For instance, when student 1 wrote *'because in my high school I participate in Wai Kru ceremony more than Assumption University, I was a leader to sing the song and others but in this ceremony, I just see the ceremony go on and didn't do anything only see'*. However, teacher C did not give the symbols on the grammatical mistakes from this paragraph, when teacher C finished reading, she gave him a short comment to encourage student 1 *'because you are first year student, when you are senior, man, you can lead freshmen & others'*. This indicated that teacher C paid attention to his writing and understood in what student 1 described. Then, in the last paragraph, when student 1 wrote *'I promise I will be a good student and pay more attention for studying'* teacher C motivated student 1 by writing *'Thank you for your promise'* this was a positive feedback that teacher C gave to student 1 to intend in learning. Maybe, when student 1 received and read it, he would have an inspiration to follow his promise. However, from checking student 1 could know that teacher C read in what he wrote every line, and this may make him more careful in writing.

Discussion of Verbal Feedback

First, teacher C asked student 1 to realize of the understanding in her comments *'when I give you journal back, I always write some comments on your journal, do you understand my comments or not?'* However, student 1 answered *'yes, I think it is very useful for me. I can develop myself for writing'* this made teacher C know that

her comments were very useful and could make student 1 made a progress in grammar use also. Then, teacher C asked student 1 which part it is the most difficult for him in writing; grammar, thinking, vocabularies and how to improve. Still, student 1 answered that grammar was the most difficult for him, but teacher C argued with him and said ***‘but you understand how to improve the title’*** this indicated that student 1’s writing was more accurate in grammar use. Although it would be the most difficult thing for student 1, he could do it very well and understand in teacher feedback quickly. This may encourage student 1 to attempt in writing with correct grammar.





ASSUMPTION UNIVERSITY

SUBJECT Basic English SEC. 802

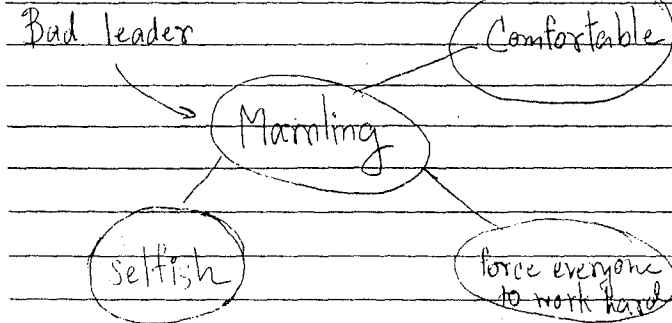
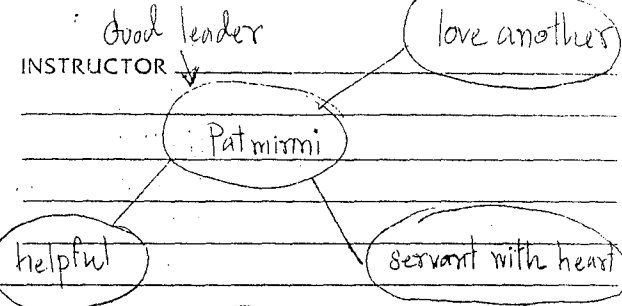
NAME Phuwadon Chaisomboon CODE 5116188

DATE 16 July, 2008 ROOM S23

QUESTIONS	MARKS
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
TOTAL	26
MAXIMUM	

Remarks

- Before anything else fill in the blanks above.
- Students are strictly forbidden to take any booklet out of the exam-hall
- Students must write on both sides of the paper.



The good leader → Patminni

① love another

- When she know her villagers have many problem, she take care them.
- She think that everyone are equal.

② servant with the heart

- Do everything that can help everyone happy.
- Although she was the leader but she did everything same another.

③ helpful

- She help everyone from the dark age of Nolnoeni.
- Although someone of Nolnoenian just only simple creature but she prompt to help them.

The bad leader → Marnling

① Comfortable

- He love to do everything up to his mind.
- He want to be a leader to arrange his village.

② force everyone to work hard

- He force everyone to do this or that for him.
- He don't care everyone that they are tired or not.

③ Selfish

- Love his own mind and body first.
- He must have party for himself.

In my opinion, in the Muminu book, there are many characterists and each other can show their character clearly.

If we focus on two persons that were the leaders of Nolnoeni. One person was the good leader and another one was the bad leader. They are both leader, but they have different character.

First of all, I would like to tell you about Patminni who was the very good leader of Nolnoeni. She was the leader whom everyone in Nolnoeni love. She love another, for example when she know her villagers had problem, she did everything with Muminu to chase the bad leader out of Nolnoeni. And with this reason we can see that Patminni was equal to her villagers. So, everyone of Nolnoeni love her very much. Moreover, she didn't think that she was a leader but she also servant Nolnoenian with her heart. She would like to see every villager were happy. And the last part that I would like to tell you about Patminni is helpful. She help Nolnoenian from the dark age of Nolnoeni whether someone is important or not. All of these are just some part of Patminni's character. If I compare with the daily life, it can show me to see about the good leader. He is His Majesty the King. He is my hero. And I know, he have all of these character. That for Thai people.

And the second part about Marnling. He was a new-comer of Nolnoeni. But with his brain he can be a leader of Nolnoeni. Marnling is different from Patmimni. He wanted to be the leader of Nolnoeni because he wanted to comfortable. So, when he was the leader of Nolnoeni, he have decided to arrange the Nolnoeni land for his comfortable, he forced everyone to work hard and did everything according to his command. He didn't care everyone whether they are tired or not. He love his own mind and body first and let other people is the last thing. Moreover, anyone cannot have any party except him.

And this is a real situation that occurs in Mimimu book. If I compare Marnling with the leaders nowadays. There are many leader same Marnling. I cannot tell the name of them and I can confirm that I met them already. In my opinion all of these people can change everything up to thier thinking. In the real life we can find the bad leader easier than the good leader. I think this is the time to change the world. First of all, it must start from yourself. If everyone has a very good thinking. In the future the country the society and the world will full of the good leader to develop the world. And at that time everyone in the world will be happy like all Nolnoeni at the end of the book. Thank you very much!

- Well done! Second prize.
- You've got the second highest score and Congratulations.
- Mind mapping → Very good
- Outlining → Very good
- Paragraph → Good
- Examples → Good

Discussion of Mid – Term Examination of Student 1

Additional feedbacks written on the examination booklet were:

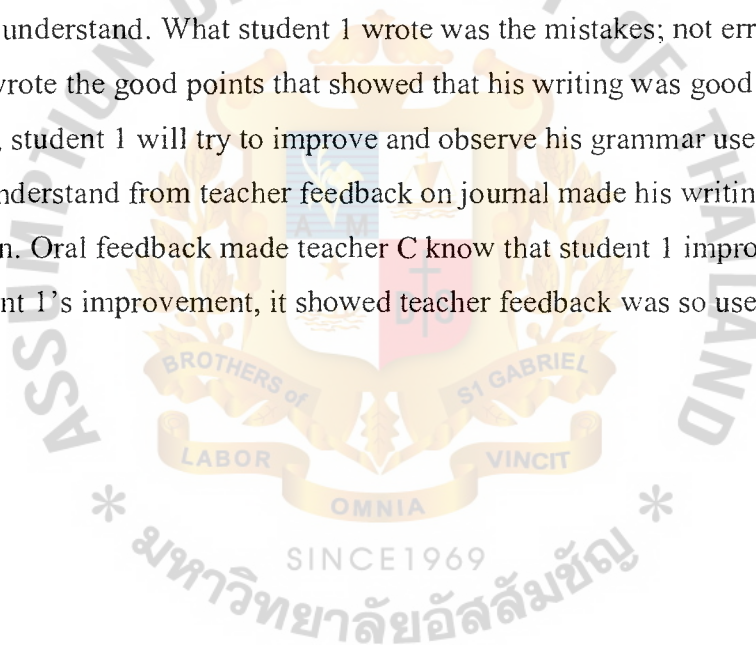
1. Teacher wrote the score; 26
2. Teacher underlined ‘charactor’ and wrote ‘e’ as ‘characters’
3. Teacher underlined ‘love’ and inserted ‘d’ to be the past simple tense.
4. Teacher underlined ‘know’ and wrote ‘e’ instead’
5. Teacher wrote – **Well done! Second prize***
 - You’ve got the second highest score and Congratulations.
 - Mind mapping = Very good
 - Outlining = Very good
 - Paragraph = Good
 - Examples = Good

Discussion of Mid – Term Examination Feedback

First, student 1 could write two full pages as the criteria. However, there was just only grammatical mistake that student 1 wrote. That is, student 1 forgot to change the present simple tense as the past tense for two points; *‘She love_ another, for example when she know her villager had problem, she did everything with Mumimu to chase the bad leader out of Nolnocni’*. In spelling, there was just only one word that student 1 wrote wrong ‘charator’, but teacher C rewrote ‘characters’ as the plural noun clearly. However, written feedback that teacher C wrote was quite easy and clear to understand. Of course, student 1 could revise it without any question. Nevertheless, after checking, teacher wrote *‘Well done, you’ve got the second highest score and Congratulations.’* This was a good feedback to encourage student 1 to keep doing better; at least, what student 1 tried to write and to continue improving made him rather successful in the mid – term examination. In addition, teacher C separated each point to let student 1 see obviously *‘mind mapping = very good, outlining = very good, paragraph = good, examples = good’*. Certainly, when student 1 received what teacher C wrote, he might revise why he got the highest score, and of course student 1 could remember his procedures to apply for it next. This was a positive feedback to make student 1 develop in writing more quickly. Surely, student 1 would try to continue improving not to have the grammatical mistakes in his next writing, and student 1 would try to write it carefully to get a good feedback like this.

The Comparison between the Journal Feedback and the Mid – Term Examination Feedback

In journal, there were a few short comments as the feedback on student 1's writing. Nevertheless, this feedback could encourage student 1 to get rid of the difficulties in writing; especially grammar. Importantly, student 1 would try to make the text readable, and he would try to write it better. In oral feedback, teacher C could know that student 1 improved grammar from her comments because he said the comments were useful to improve or apply for it. However, although grammar would be the most difficult thing, student 1 could develop it faster. This meant teacher feedback was an important factor to make student 1 achieve. In the examination booklet, student 1 just wrote one grammatical mistake about using the past tense. Above all, student 1 just wrote the only vocabulary wrong. Teacher C gave the easy and clear symbols to understand. What student 1 wrote was the mistakes; not errors. In addition, teacher C wrote the good points that showed that his writing was good step by step. Absolutely, student 1 will try to improve and observe his grammar use. What student 1 tried to understand from teacher feedback on journal made his writing better in the examination. Oral feedback made teacher C know that student 1 improved grammar. From student 1's improvement, it showed teacher feedback was so useful to student 1.



(My favourite place.

In the world, it has many places where are attractive people, interesting place and historical place. Some place is well known some place is not famous. I think every place are important for the social where is around them. Many people have a favourite place. They like to go when they have free time or they want to relax. Each place has own history. Some many think favourite place is faraway, you should take a long time to go there. As for me, my favourite place is as close as I can reach. It is my bedroom.

Someone has favourite place out side the house where should take a vacation to go. But I'm not because my favorite place is at my beautiful house. It is my bedroom where is the best place for me. Why my bedroom is the best? I think this place is a private. Nobody can ~~not~~ come if they are not allowed to come inside. In my bedroom, I can do everything that I want, I use that place for relax such as watching VCD and DVD, listening music, playing computer and especially for sleeping. In the other hand, I can do homework in this room as well. When I have free time, I usually design my room for changing every month. Sometimes I move my bed direction and most of the furniture in my room are changing. I think that make me feel good as I get a new bedroom every month. I enjoy to do it very much. If the favourite is not my bedroom, I can't decorate it or can't doing too much in this. The quality of my favourite should are comfortable, beautiful, clean, good location and I can keep my every-thing in side. And my bedroom is the same. When I tired I can live for relax and stop everything then I can sleep and get sweet dream.

My bedroom is a square room, light green colour and wooden room. It has four windows with white and orange curtain of southern part. It has two tables, first table is working for study and put a laptop on the second table. Now I share this room with my two sisters. I think that my sister think that the bedroom is her favourite place as well. When I have phone from my lovely friends, I can talk loudly and laugh which none can not blame

me, because I am in my own room. If my parents have guests at that day, I can live in my room till they back home. I don't live among the people who I don't know them.

I told you before that this my favourite place should keep my everything. I mean that it can keep my photo albums, my Korean movies and music DVD, my poster's ASIAN STARS and book of edutainment (including tex books and magazines) I used to design that I can post or stick many Korean Band singer's poster on the wall. But I can not do like this because my father don't allow me to do. However, I hope that someday I can do. My bedroom is not only for sleep and entertain but it can use for pringing also. I'm very ^{proud of} ~~around~~ this room very much. If my friend come to my house, they often want to ^{be inside} ~~be inside~~ ^{the room?} ~~the room?~~ ^{bring them in my bedroom.} I think this is a private place and ^{Yes, it is. I agree with you.} ~~if they were~~ me they don't take me in their room. Different from my closed friends, they always take me in their room as this room is playing room. Then we do each activities in the room. Although my house has many rooms, I like my bedroom as the most favourite place. If my sister use room for her works, I often live in ^{kitchen} ~~kitchen~~ room. This is second room that I love also. Because I can make some meal and soft drink. Every week, I and my sister have to clean up our room. We have own responsibility each week. Suppost, this week is my turn I must to clean up and next week is her turn. Beside, I like to watch TV program that is TV Champion, Japanese contest. In the part of this program, it has tips of decorating room. It has many style of the room such as Italian style, Japanese style, Korean Style, Europe Style etc. I like Korean Style very much. I try to adapt this style in my favourite place, bedroom. It is colourful, cute and tidy. Now, my bedroom same of Korean Style. So it make me feel good. When I live in this room, I imagine that I live in Korean bedroom also. It's really amazing for me.

Finally, I believe that everyone has a favourite place, Although many places are coming in our life, the only place make us impressive and keep it in our mind. And me, my favourite place is my bedroom forever is long as I'm alive. So if you would like me, you should love my bedroom too. (love me love my dog) ~~~

2. Interview between Teacher C and Student C 2

Teacher: Did you write weekly journal, right?

Student : Yes.

Teacher: After giving some comments, how do you feel about my comments?

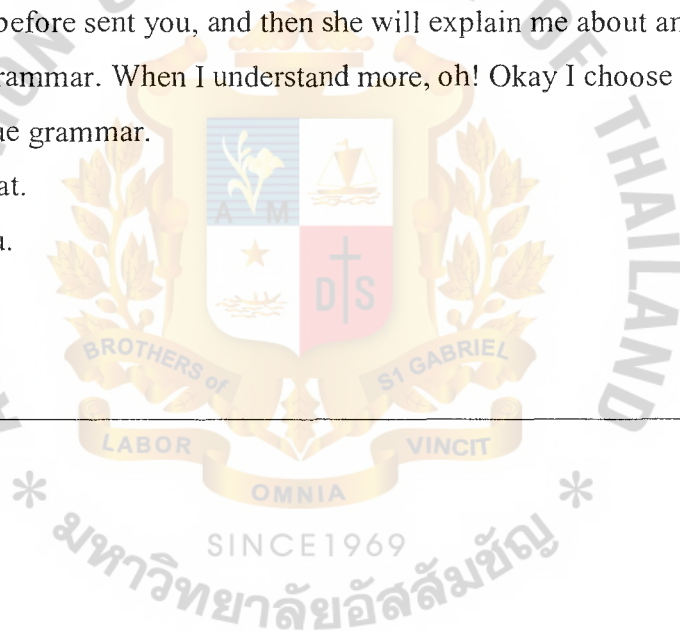
Student : For me, I think your comment is very useful for me, and I can practice and develop my writing. And I think your comments show me about your interesting that you give me. When I read your comments, I think you put your ideas what you think about my writing, or what do you think about my opinion about this journal that I write.

Teacher: How do you prepare to write for that?

Student : For me, I always write other pages, I am worried and afraid about grammar, when I had already written, I always ask my sister to check grammar before sent you, and then she will explain me about any mistake grammar. When I understand more, oh! Okay I choose it like this for true grammar.

Teacher: That's great.

Student : Thank you.



An Analysis of Teacher C's Written Feedback on Student C 2

- Teacher fill 's' into *'place'*
- Teacher underlined the word *"shad"*, *"vahical"*, *"kitchenroom"*.
- Teacher underlined the sentences and wrote *"nice! Home sweet home"*, *"Can I sit?"*, *"oh! Really"*, *"yes, it is"*, *"I agree with you"*, *"Me too, I used to change my room's style"* above.
- Student wrote *"nobody"*, but teacher rewrote *"nobody"* by a tick at *a*, and she wrote *o* above.
- Teacher article *A* in front of *'square room'*
- Teacher rewrote the adjective word *"proud of"* instead.

An Analysis of Teacher C's Verbal Feedback on Student C 2

- Teacher C asked student 2 about her comments after student 2 received, and teacher C wanted to know how she prepared to write.

Discussion of Journal Feedback

- First, student 2 just wrote the title *'My favorite place'*, to describe. Besides, student 2 could write two full pages as the criteria. In her writing, there were many grammatical mistakes that teacher C corrected. For example.
 - Filling 's' into *'place'* to indicate the plural noun
 - Spelling wrong *'vehicle'*, *'proud of'*, *'kitchen'*, *'nobody'* and verb 2 *'shaded'* clearly
 - Putting article *A* in front of countable noun; a square room.

This was easy and clear teacher feedback to understand. From this feedback, it showed that student 2 spelled several wrong vocabularies. However, teacher's comments might make student 2 check her words every time before submitting. The little points that student 2 made a few mistakes were to put 's' behind the plural noun and to use article *A* in front of the countable noun. Certainly, the little points would make student 2 not to ignore them in the next writing.

Above all, teacher C underlined the phrases and the sentences and wrote *'nice!, home sweet home, can I sit?, Me too. I used to change my room's style, yes it is, I agree with you'*. Possibly, this teacher feedback could encourage student 2 to write better. Student 2 could know indirectly that teacher B read in what she described every line.

Teacher C's expression would motivate student 2 to write her interesting text with grammar accuracy.

Discussion of Verbal Feedback

Teacher C checked student 2's understanding about the comments '*after giving some comments, how do you feel about my comments?*' student 2 answered '*I think your comment is very useful for me, and I can practice and develop my writing. And I think your comments show me about your interesting that you give me. When I read yours, I think you put your ideas what you think about my writing, or what do you think about my opinion about this journal that I write.*' Nevertheless, this showed that the comments that teacher C put on student 2's writing were successful. Student 2 understood in what teacher C explained, and she could improve her grammar writing from teacher feedback. Certainly, this indicated that teacher C paid attention to her writing and suggested her about guidelines by putting her ideas. This would motivate student 2 to write the text more interestedly. Then, teacher C gave student 2 to tell about preparing to write for that, this could make teacher C know that student 2 always wrote other pages because she was worried about grammar. However, teacher C knew that after student 2 finished writing, she would let her sister check grammar before submitting, and her sister would explain about grammatical mistakes. Of course, teacher C encouraged student 2 '*that's great*'. At least, teacher C knew student 2's writing methods. This would make teacher C know that student 2 practiced grammar and tried to develop her writing better.



SUBJECT English SEC. 804

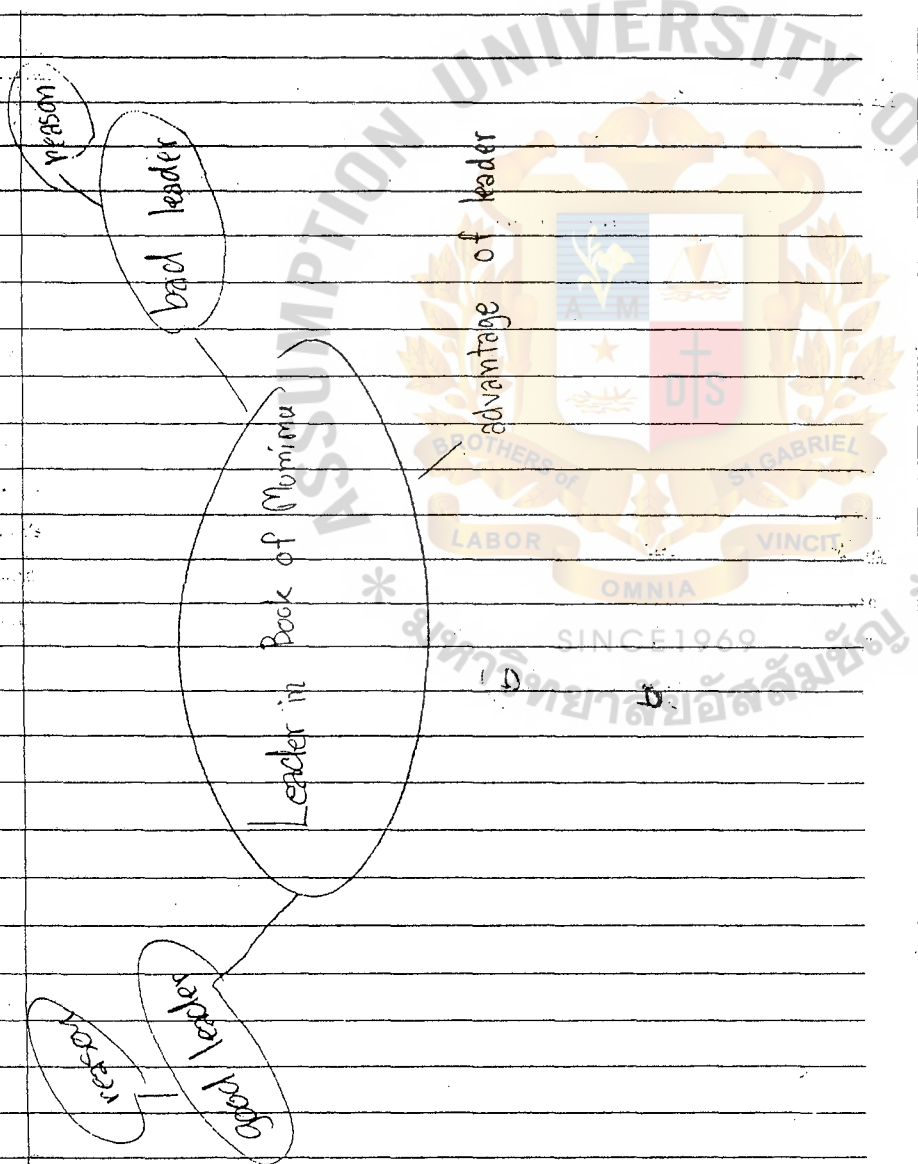
NAME Aroonrojana Prasertsang CODE 5110527

DATE 16 July 2008 ROOM 923

QUESTIONS	MARKS
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
TOTAL	20
MAXIMUM	

1. Before anything else fill in the blanks above.
2. Students are strictly forbidden to take any booklet out of the exam-hall
3. Students must write on both sides of the paper.

INSTRUCTOR _____



- out lining
1. advantages of leader
 - Villager has the leader for do anything
 - Villager can follow the instruction
 - Village is peace, no problems.
 2. Good leader
 - Can be leader in any group and be good follower.
 - Give a chance to any people
 - Helping many people
 - Can solve the problems.
 3. Bad leader
 - Selfish
 - not sincere to any people.
 - not honest
 - always blame everyone who is doing something wrong.
 - like to punish
 - not kindness

Nolnocnians, not sincere to his villagers, he only care his guess and always do everything for himself such as, he has not balance, he tell Nolnocnian to build the balance for him, if he hungry and want to eat, he will tell Nolnocnian to cook food and find the fruits for his meal. He like to punish someone who is not follow his rule. He always tread Nolnocnian to do hard work. He is not allow them to have party on any day. In this lesson, he seems to be the ~~thieve~~ ^{thief} and let the good people to jail who are not do anything wrong. He is not reasonable and bad people.) Very long paragraph. Divide it.

Finally, I'm very glad to know that the end of the story is happy ending because they can get rid of Marling who is bad leader for Nolnocni Land. In the other hand, they get good leader back, she is Patminni who is the best Nolnocni's leader and Mumimu come back with her too. Everyone learn each other and every problems can solved.

must + simple present verb

have to + simple present verb

20

* Don't use must have to at the same time.

- Examples from book of Mumimu and real life

every + singular → every place

Every place ^X must to have the leader. The leader, who is the best people in each place, some place choose it by select, some place choose it by looking manner.

(During I reading The Book of Mumimu, I feel good because it make me know who is best friend and when I should do, if someone get problem. In my opinion, I think Patminni is the good leader and best friend also. Because she can control her friend and Nolnocni creators to do any activities in Nolnocni Land. When Mumimu came to Nolnocni, she was invited him to everyone. She seemed to be interesting Nolnocnians to set up Welcome Mumimu Party. In this party, she can invite Nolnocnian to choose Mumimu into the middle circle for dancing, singing a song and she can choose Mumimu to be first player for her game. Then everyone agree with her. Not only the party, but Nolnocnian's daylife also. She always help Mumimu to solve the problems, she is good friend for her friend such as Anunu, Beeda, Buntinee. As for me, Patminni is the center which is her friend can meet each other and do activity together. One of many situation that make me know who is the best leader. It is Marling come to Nolnocni land. In this case, noone can let him go. If Patminni was in that time, she can make plan with Mumimu to get rid of Marling in first day. She can't allow him to be leader. I think she is self confident too. And bad leader, I think is it Marling because he is not member of Nolnocni land. Why I think that? that is the important reason. In my opinion, who wants to be leader, he/she is come from that place because she/he can know any problem which is happen now, then she/he can solve true the problem and protect an impact of the problem. Beside, Marling isn't kindness. He never help

Discussion of Mid – Term Examination of Student 2

Additional feedbacks written on the examination booklet were:

1. Teacher wrote the score; 20
2. Teacher wrote '**Every + Singular = Every place**
3. Teacher circled 's' and used the cross mark × 'Every places'
4. Teacher drew the square and put into the words

must to have

5. Teacher underlined '**theive**' and wrote '**thief?**'
6. Teacher used the sign () and wrote '**Very long paragraph.**' Divide it.
7. Teacher wrote 'must + Simple present verb', 'have to + Simple present verb.
8. Teacher wrote

* Don't use

must have to

at the same time

9. Teacher wrote – Examples from book of Mumimu and real life.

Discussion of Mid – Term Example Feedback

• First of all, student 2 could not write two full pages as the criteria, and in the text teacher C gave feedback on her writing to explain about the grammatical mistakes clearly. Fore instance,

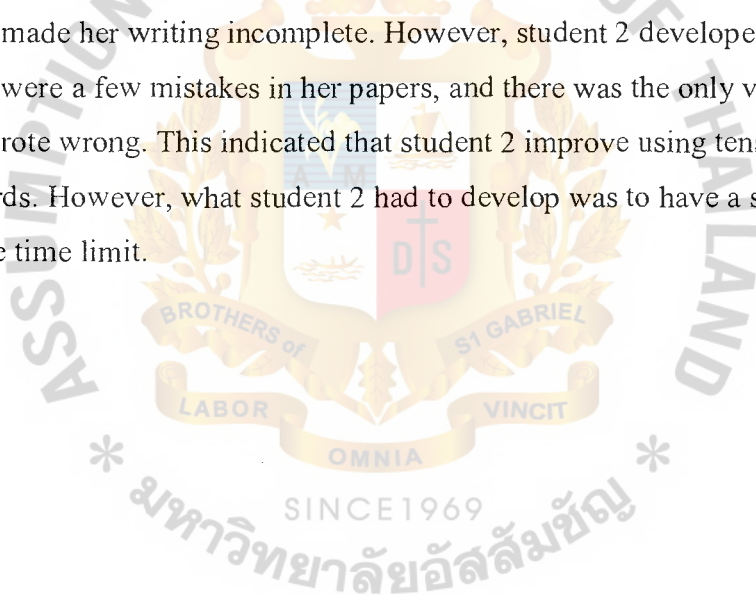
- Using Every + Singular = Every place
- Giving the circle 's' and using the cross mark; 'every places'
- Using () in the long paragraph to give student 2 divided it.
- Spelling wrong 'thieve' and teacher C rewrote 'thief?'
- Using the structure of must + Simple present verb / have to + Simple present verb.
- Giving the remark obviously * Don't use **must have to** at the same time.
- Suggesting to student 2 to use the examples from book of Mumimu and real life.

This feedback indicated that student 2 just made a few grammatical mistakes; especially, using 'must / have to + Simple present verb, and Every + Singular.

However, teacher C emphasized about the mistakes on her writing clearly with the easy symbols to understand. From student 2's writing, teacher C could know that student 2 had a problem in writing; that is, student 2 spent a lot time thinking and arranging the correct sentences.

The Comparison between the Journal Feedback and the Mid – Term Examination Feedback

In journal, most problem that student 2 did was to write the wrong vocabularies; this occurred because student 2 did not check it carefully; in contrast, there were a few grammatical mistakes; for example, student 2 forgot to fill 's' into the plural noun'; '*many place*', and student 2 wrote *article a* in front of '*my beautiful house*'. Above all, it was positive feedback to motivate student 2 to improve her writing. However, in spoken feedback teacher knew that before student 2 wrote the journal, student 2 would write on other papers; importantly, student 2 would gave her sister to check her grammar first. This was why student 2's journal writing was quite good. In the examination booklet, student 2 would have to write two full pages excluding the outline; consequently, she could not write it in time. However, student 2 tried to use the correct tenses and the vocabularies. Possibly, she wasted time to check it again and again. This made her writing incomplete. However, student 2 developed her grammar; there were a few mistakes in her papers, and there was the only vocabulary that student 2 wrote wrong. This indicated that student 2 improve using tenses and spelling the words. However, what student 2 had to develop was to have a systematic thought with the time limit.



Teacher Feedback to Student C 3

How did you see and how did you feel in the first week of the class?

First day with me on 1st semester in Assumption university, I was very excited. Social in ABAC is very different from my highschool a lot. Students was various, because ABAC is a big university. I came from Sangkhla that located in the south, so sometimes it's hard to begin knew with new friends. Because a lot of students in ABAC are Sangkhla, so they have their old friends. Therefore I felt lonely on 1st day. So I had lunch with my old friend who is known with me on Intensive course in the summer.

The education in ABAC is strange with me, because I hardly learn the subjects in English language before. So I must adapt so much. Listening is a big problem with me, when I learn with Myanmar, I feel confused. I'm unable to catch the lessons. Pronunciation isn't clear. It causes me to feel tired a lot.

One thing in ABAC that causes me feel bad is a lot of students and personal are smoking. I think they are negative ^{yes they do} culture. You can see a lot of people ~~smoking~~ in ABAC gate, but they don't feel shy. So I think it's a bad image of university. ^{Right} Always I will go to have lunch, I walk through them I feel pity with them. Why they don't fear to die? It destroy very system in the body. It causes many diseases. I feel surprised, Can education develop thinking of them to get a good life and health or they can't?

When I will learn English course, I will walk too far to go to the building. In first day, I feel surprised, the

room is very small. So it's very hot. Moreover it can't support for all of students. So I can't learn the class on 1st day. Then the building hasn't security system, such as the way to go to above (ladder) is very narrow. Suppose when it has fire accident, how can I do? I think every people will die absolutely. I feel fear.

2nd day of English course, I met my new teacher. In the first time, she walk into the class. I think she is a foreigner student, her face is young. I feel puzzled similar with my friends.

A lot of student in the class talk with together a lot, but my teacher is very strictly. That causes me to excited. She always speak "Attention Please" and make her face strictly. So I think ^{thanks for your hint but I'm not} maybe she graduated from military institute somewhere. And she wants students in the class speak English. So I glad to practice English language skill. But many students in the class don't cooperation. I want suggest teacher to make a regular such as she can minus a little point when they don't follow. I feel some students in my class ~~are~~ naughty and don't concentrate in the lessons.

One thing that I feel admired to my teacher is her pronance voice. I was excited a lot. I hardly believe on the first time, because her voice is as same as the native. So I want to know about how can she develop and practice her English skill. And the last I will be accustomed to ABAC for my new life.

4.6.08

3. Interview between Teacher C and Student C 3

Teacher: Do you write two full pages of journal every week?

Student : Yes.

Teacher: How many minutes do you take it?

Student : Two hours.

Teacher: Two hours..... You write for two full pages. So the first thing on your journal, how do you take first?

Student : The first thing is the title; the title is about what and gives main idea to create a topic of them in every margin.

Teacher: Let me know your opinion to write the journal.

Student : Opinion about what?

Teacher: Like or dislike, afraid of writing something special.

Student : I think it's a lot. It can improve my writing skills on English language.

Teacher: Among my journal title, which one don't you like to write?

Student : Wai-Kroo Ceremony. It is hard.

Teacher: Why is the most difficult for you?

Student : I don't have essential items because everything in that situation I saw them, but I didn't participate in.

Teacher: But you saw them, and you avoid Wai-Kroo ceremony on that day. You are not interesting on this topic. Okay. Thank you.

Student : Thank you.

An Analysis of Teacher C's Written Feedback on Student C 3

- Teacher underlined the sentences and wrote *“yes, they do, right, thanks for your think, but I am not”*.
- Teacher underlined and rewrote the complex sentence that students wrote wrong. “You can see a lot of people *smoking* in ABAC gate”.
- Teacher underlined *‘I think maybe she graduated from military institute’* and wrote *‘Thanks for your think, but I’m not.’* with her signature.

An Analysis of Teacher C's Written Feedback on Student C 3

- Teacher C asked student 3 about his writing procedure such as spending time writing and asking about his opinion in write the journal. Above all, teacher C asked the general questions about what topic it was the most difficult for him.

Discussion of Journal Feedback

- First, student 3 wrote the topic to describe, and importantly student 3 could write two full pages as the criteria. In student 3's writing, there was only point that teacher C rewrote about a grammatical mistake. That is,

- Relating to the two sentences by using **verb (see)**

Student 3 wrote ‘you can see a lot of people smoking in ABAC gate.

Teacher C rewrote ‘you can see a lot of people smoke in ABAC gate.

However, what teacher C corrected was vivid to revise it. However, in the researching, student 3's writing was correct also because there are some verbs (about feelings) that the writer can write both of patterns. (*see, hear, notice, watch, observe etc*) Therefore, both student 3's sentence and teacher C's sentence were available.

Remark: most people will use gerund verb more. Above all, teacher C wrote the feedbacks *‘right, yes, they do, thanks for you think, but I’m not.’* This indicated that teacher C was careful in checking; read every line, and this would motivate student 3 to write it better; especially grammar.

Discussion of Verbal Feedback

Teacher C asked student 3 about journal writing to know the ways *‘do you write two full pages of journal every week’*. Student 3 said ‘yes’, and teacher C could know that student 3 wrote it within two hours. Therefore, teacher asked him *‘you write for two full pages, so the first thing on your journal, how do you take first?’* Of course,

teacher C knew his methods in writing. That is, first student 3 would think about title; the title was about what, he would give main idea to create a topic of them in every margin. This showed that student 3 had the systematical thinking and practiced it regularly until he could finish writing it within two hours, and this showed that he had the ideas step by step to write the outline and the essay. Of course, when students 3 continued developing it, he would be more skilled in writing quickly.





ASSUMPTION UNIVERSITY

SUBJECT Basic English

SEC. _____

NAME Warut Chanowanna

CODE 5116177

DATE 16/7/08.

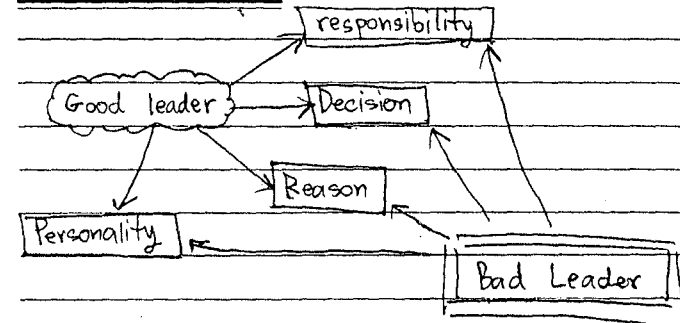
ROOM _____

QUESTIONS	MARKS
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
TOTAL	<u>27</u>
MAXIMUM	_____

Remarks :

1. Before anything else fill in the blanks above.
2. Students are strictly forbidden to take any booklet out of the exam-hall.
3. Students must write on both sides of the paper.

INSTRUCTOR _____



1. Responsibility

- Successful in the target.
- Making certainly time management.
- Having a lot of disciplinary.

2. Decision

- Making a plan before working.
- Make the decision by themselves.
- Considering the following results.

3. Reasoning something

- Considering carefully before doing.
- Comparing the action to each situation.
- Consult with other people to get agreement.

4. Personality.

- Patient
- Hard-Working
- Understanding other people
- Like to help other people.
- Like to solving the problems.
- Have a lot of connection with other people.

1. Responsibility

- lazy to do something.

2. Decision

- Making a decision in a wrong ways.

3. Reasoning

- Working with an emotion.

4. Personality.

- Don't like helping other people.

Every people can be a leader, the leader has a lot of complicated ability to support to be the leader. So the leader can be a good leader and a bad leader.

A good leader must have a lot of responsibility to make a successful in each target that plans for something. They must to make a specific time to do a lot of work, so they must separate a time to many periods and it occurs from time management. Every mission are success from the discipline that determines the way to success to be a good leader.

Decision is the most important thing that is complicated of a good leader. They should make a plan such as "schedule" or "timetable" before doing something. Otherwise they can compare more important of each situations that which one must do first. Accordingly they can make them by themselves and also they will consider the following result that will occur in the future.

Reasoning with something, they have considering something carefully before doing and they must consult with other people to get an agreement.

Personality must have patient, hard-working, understanding with other people, like to helping, interested to solving some problems and have a lot of connection with other people.

In the book of Mumimu, I think Mumimu and Patmini is the good leader. Because of they have all things to support them. And the most of important is every people in Noloeni agree to make them to be the leader. And then every Noloeni respect

and love them so much. But if I compare between Mumimu and Patmini, I think Mumimu is more leader than Patmini, because ^{his} personality and knowledge is adult. But the potential to be a leader of Mumimu come from cheerful and helping of Patmini, because he feels happy to live.

In the unknown forest, Mumimu and Patmini have a great adventure with together. They lost in the forest and have a bad situation. So Mumimu can make a plan and prepare something to make them survive. Accordingly Mumimu is absolutely a good leader in the book of Mumimu.

A bad leader in the book of Mumimu is only Marnling. He is a bad example to follow. He makes some friends to get his advantages, otherwise he is the best liar in the book of Mumimu. When he is a leader in Noloeni, he is a bad ^{person} ~~people~~ who has a bad mine. He makes Noloeni people to be afraid to him, someone hasn't do in his regular, they will have a great punishment in a jail. singular = person, plural = people.

Marnling is lazy, he never helps other people to work. He always drink wine in his palace. Otherwise, He never give the consult to Noloeni people when they have some problems in their working or their life. Consequently Marnling isn't a good leader, he is a bad leader and he is a monster in Noloeni too.

A bad leader has many definition to determine. It is the bad side for everything. So I want to give some

examples that occurs in Thailand. You can thinking and follow with your minds with a lot of reason.

Mr. Thaksin is the best example in Thailand. He is a good businessman and he ^{was} ~~is~~ ^{old} president of Thailand two years ago. So he can develop my own country a lot, but why people in Thailand almost half of the country don't respect with him. Because a good leader doesn't has only skill to work, but they must have a good manner too. He had corruption many of government projects to his own advantages such as he changes a law to adapt ^{and avoid} with his taxes responsibility. So they make him to be a bad leader.

If considering a bad leader about working, a bad leader won't have a patient to do something, because they will do it with an emotion that occurs in the environment. They don't have necessary to understanding other people mind. And then they must helping the others to make a profits to their advantages. They have a comfortable life and don't have a target, so they don't like to solving some problems.

Consequently, a bad leader must have both ^a good manner and a good working. If they miss something, it can't make them to be a good leader.

At last, I have a great confident that every people in the world can be a good leader. We can proud that at least we are a leader in ourselves. Every people can develop themselves to improve and release the great potential. I believe ~~that~~ each people has different characterist and can be work well on the different ways.

- You can write it very well and give concrete exam
- Excellent job.
- First prize.

Discussion of Mid – Term Examination of Student 3

Additional feedbacks written on the examination booklet were:

1. Teacher wrote the score **27**
2. Teacher underlined 'he is a bad people' and wrote '**person**' above. In the last sentence of the first paragraph in writing 'a bad leader' teacher wrote '**singular = person, plural = people**' or in another part teacher inserted 'a' in front of '**good manner**'.
3. Teacher deleted '**is**' and wrote '**was**'
4. Teacher inserted '**old**' in front of '**president**' / '**an old president**'
5. Teacher inserted '**and avoid**' in the sentence
6. Teacher wrote '**great**' in the sentence
7. Teacher wrote '**you can write it very well and give concrete example**', '**Excellent job**', '**First prize**'.

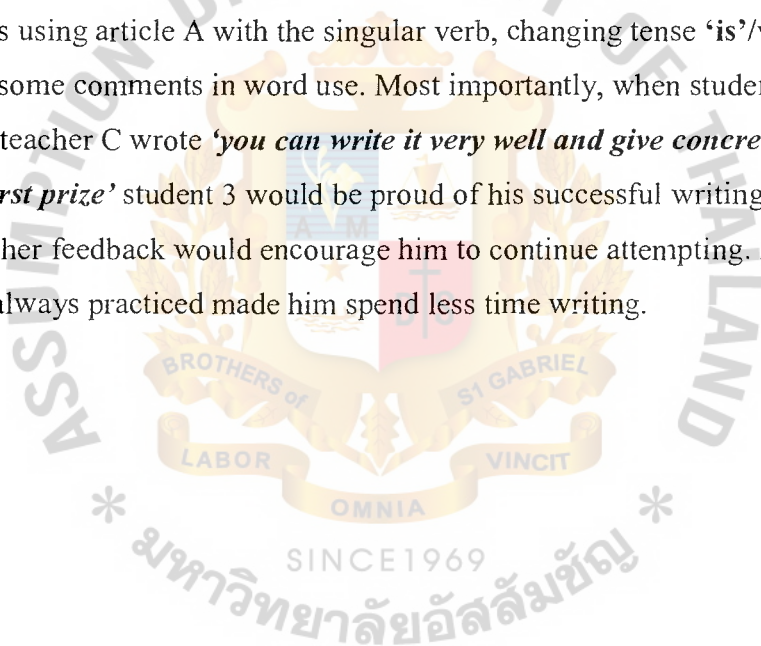
Discussion of Mid – Term Examination Feedback

- First, student 3 could write three full pages in his essay; however, there were just a few grammatical mistakes that student 3 wrote, and teacher C corrected it clearly. Importantly, student 3 could read and understand easily. For instance,
 - Using the article a '**a bad person**' / **a good manner+ singular verb**;
He is **a bad person** who **has** a bad mind
 - Changing the present simple tense into the past simple tense; '**is**'/ '**was**'
 - Filling the words to make sentence clearer 'he **was an old** president of Thailand two years ago./ 'he changes a law to adapt **and avoid** with his taxes responsibility.
 - Writing '**great**' in the sentence to encourage student with his ideas

After checking, teacher C wrote '**you can write it very well and give concrete examples, excellent job, first prize**' this was a good feedback to encourage student with his successful attempt. Student 3 could describe it very well such as giving the clear samples or placing the ideas step by step. Importantly, student 3's both grammar and vocabularies were quite correct. This showed that student 3 improved it a lot; this made him skilled in writing with a lot of vocabularies. Consequently, student 3 could write three pages.

The Comparison between the Journal Feedback and the Mid – Term Examination Feedback

In journal, teacher C gave feedback to student 3 such as *'yes, they do, right, thanks for your think, but I am not'* this was the feedback that made student 3 knew that teacher C read what he wrote and paid attention to his written work. Importantly, there was the only grammatical mistake that teacher wrote. This would encourage him to go on improving. In oral feedback, teacher C could know student 3's writing procedures. Student 3 spent two hours describing; student 3 submitted his writing two full pages from the first week. This indicated that when student 3 practiced it more often, he would be able to write it more quickly and had the ideas more to expand the text. In the examination booklet, student 3 could write it very well; there were three pages with grammar accuracy excluding the outline in essay. There were a few mistakes such as using article A with the singular verb, changing tense *'is'/was*; just only point, and some comments in word use. Most importantly, when student 3 revised in what teacher C wrote *'you can write it very well and give concrete sample, excellent job, first prize'* student 3 would be proud of his successful writing. Of course, this teacher feedback would encourage him to continue attempting. At least, what student 3 always practiced made him spend less time writing.



My favorite places

Almost my favorite places are come from outside countries and foreign countries. Because places in LDC (city lifestyle), they are busy, crow and dirty. And the important that, I'm boring department store. If it's not necessary, I don't get in.

Hua-Hin, Chaing Mai ... are located in Thailand, not outside. They are my favorite places. I will begin outside countries. There are Hua-Hin, Chaing Mai and La-Nong. And these are my reasons.

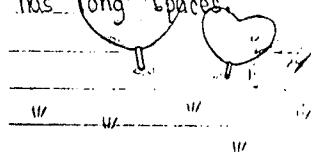
Hua-Hin is the first place that I like to visit and travel. Because there are a lot of activities such as swimming on the pool, lie down on the beach, play kite, enjoy the best breakfast and shopping in Market Night. There are a lot of places where we can do many activities / things.

The Second place is Chaing Mai. There are no activities but when I go and visit, my feelings are relaxed and I like to watch nature, farmer lifestyle and listen bird voice or lake voice.

The Third place is La-Nong. I went to La-Nong since I was ten year olds. But my good feelings haven't gone yet. There are a lots activities such as Victoria Trip at southeast of Burma, play Slot and Joker at hotel (I don't play anymore. I've lost much money), etc.

There are not only my countries. The Foreign countries that I like to go are France, Italy, Germany and Cambodia.

The first place that I like to go is France. I want to visit The Warshine (I don't know correct name). I always think how the old people build and created this castle. And I want to know why King's command room has far away from the door. It's mean that King's chair and the door has long spaces.



The second place is Germany. It is the problem that I can't remember the name of castle. But anyway I will tell its look like. This castle some Disney castle (Cartoon) every thing. And when you take a photo of this castle. Your photo will be liked painting. Is it amazing?

The Third place is Italy. I like to walk around the city and check a view. During you walk, you're feelings feel that you are in the past. I like lifestyle in the past but I didn't mean that I want to be in STONE.

The last place is Cambodia. I want to see the old temple with my eyes. I don't want to look them on the picture. There are not interesting places at Cambodia except temples cause it's very tidy, something bad and fish bodies. I don't believe that why it's terrible. But I like to go and visit sometimes. I can back on these awful new? old?

I think my generation should like department store or pub. But they don't have power or affect with me. I like something was created with arts, paints and the ancient. I can quantatie that nobody likes same with me. I believe that.

There are many places that I want to tell but I cannot continue my journal because if I wrote about Egypt, Singapore and China, I think, I have written for 5 pages. There are so many excited stories such as Asunn Trip from Egypt, Santosa's story from Singapore, The last Kingdom of China etc.

There is one place that I forget to tell you. It is secret place. I want to see King's Castel inside. I think that, in my life I couldn't see inside anymore. Because it's rude and illegal. But I can see only the picture. [I want to see with my own eyes, it's just only my dream.]

I think it's not rude.
Why do you think that?

Handwritten signature

4. Interview between Teacher C and Student C 4

Teacher: All of the journal topic, which one is the most interesting?

Student : Hm.. My friend.

Teacher: Your friend! Why do you think it is interesting?

Student : I have to think the meaning of friends and create what is it, and I like my best friend.

Teacher: So you write the journal. How long did you take?

Student : Two hours.

Teacher: So two full pages, two hours enough! Good. Let me know the procedure how you write the journal step by step.

Student : I have to think the main idea and I will write other pages. If I will write wrong sentences, I will check it: it is true or it is the correct grammar etc.

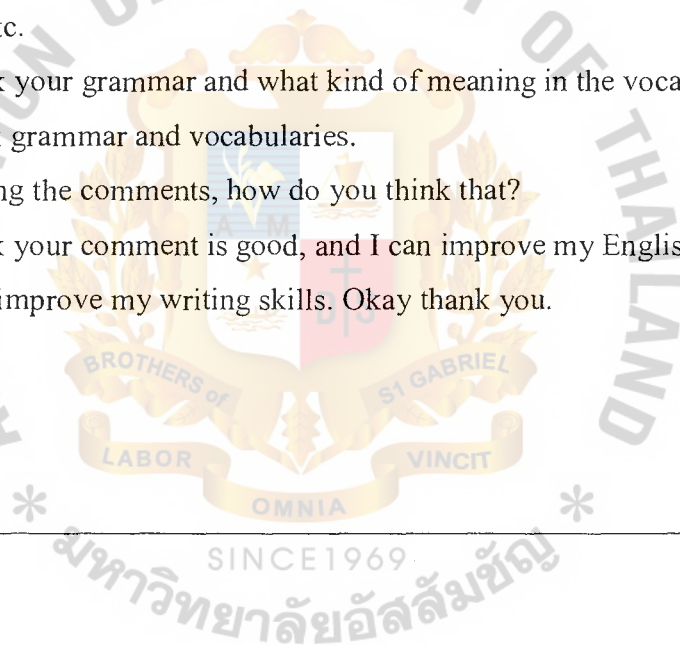
Teacher: Each check your grammar and what kind of meaning in the vocabularies?

Student : Yes, check grammar and vocabularies.

Teacher: After getting the comments, how do you think that?

Student : Uh! I think your comment is good, and I can improve my English skills and improve my writing skills. Okay thank you.

Teacher: Thank you.



An Analysis of Teacher C's Written Feedback on Student C 4

- Teacher rearranged the sentence as "*Hua Hin, Chang, La nong are located in Thailand*"
- Teacher underlined and wrote the question mark for two times "*a lot of activities, no activities, activities*" (See paragraph 3,4,5)
- Teacher rewrote the sentence "*there are a lot of places where we can do many activities / things*".
- Teacher wrote the adjective word "*new?, old?*" in front of '*generation*'
- Teacher underlined the sentence "*it is rude*" and disagreed with it.
- Teacher wrote '*I think it's not rude*', and '*why do you think that?*' with her signature.

An Analysis of Teacher C's Verbal Feedback on Student C 4

- Student 4 was asked to tell about the most interesting topic and the procedure in writing journal. Moreover, teacher C asked student 4 how you think that after getting the comments.

Discussion of Journal Feedback

- First, student 4 wrote the title, 'My favorite places' to describe. However, although student 4 would write two pages, each page there were a lot of paragraphs that student 4 wrote. However, although teacher C signed her name on his writing, teacher C should have written 'divide the paragraph suitably' to let student 4 improve arranging the paragraph; it should have been noted clearly on his paper.

The feedback that teacher C put on his writing was:

- Arranging the brief sentence; this would make his writing more readable and to teach him in using the passive voice; *Hua Hin, Chiang, La nong are located in Thailand*', and teacher C suggested student 4 not to use '*outside country*'. In another sentence, teacher wrote 'there are a lot of places where we can do many activities / things. This was teacher feedback that teacher C wanted him to use the brief sentence.
- Giving the three question marks in three paragraphs; student 4 wrote 'a lot of activities with the question mark (?)'. However, teacher C should have explained about it clearly because student 4 had already given the samples to indicate '*activities*'. In another way, student 4 might think that he used the structure of 'a lot of + plural noun wrong, or he had to write the article 'the' before the plural noun, or he should not

have used the word 'activity' in this sentence, but he should change the new suitable word. This feedback was vague to know the meaning of what teacher C wanted student 4 to improve.

- Inserting the adjective to emphasize the sentence more; 'I think my generation', but teacher C wanted to know 'new or old'. This showed that student 4 still write it vaguely; this would teach student 4 to be careful in writing to make his sentences clearer.

- Underlining 'it's rude' in the last paragraph and teacher C wrote 'I think it's not rude. / Why do you think that?' this was feedback to make student 4 know that teacher disagreed with his opinion in the paragraph. Nevertheless, teacher feedback made teacher C know student 5 still had a problem in word use to make the sentence clear, brief and correct.

Discussion of Verbal Feedback

Teacher C asked about the procedure in student 4's writing journal; however, teacher C knew that student 4 had to think the main idea first, and he would write it on other pages. After that, if he wrote the sentences wrong, he would check grammar and the vocabularies again, and he spent two hours writing. Nevertheless, teacher could know that her comments made student 4 improve his English skills and writing skills. That is, after teacher C gave the journal back to student 4, he would revise it and try to make it better from this sentence ***"I think your comment is good, and I can improve my English skills and improve my writing skills"***. This indicated that student 4 understood what teacher C explained on the text, and certainly he used the useful comments to continue developing his writing.



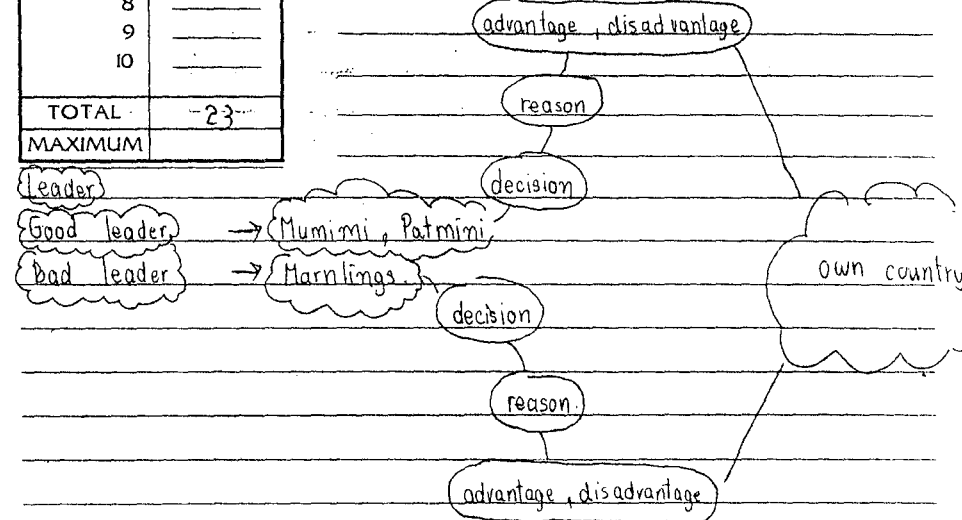
ASSUMPTION UNIVERSITY

Basic
 SUBJECT: ENGLISH (60 hours) SEC. _____
 NAME: Passakorn Vivatana CODE 0112882
 DATE 16 / 07 / 2008 ROOM 523

QUESTIONS	MARKS
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
TOTAL	-23-
MAXIMUM	_____

Remarks:
 1. Before anything else, fill in the blanks above.
 2. Students are strictly forbidden to take any booklet out of the exam-hall.
 3. Students must write on both sides of the paper.

INSTRUCTOR



Outline

1) Good leader

- meanings of Good leader
- comparison real life and Mumimu's Story.

2) Bad leader

- meanings of Bad leader
- comparison real life and Mumimu's Story.

3) Infer the story

- Good leader
 - advantage
 - disadvantage (?)
- Bad leader
 - advantage (?)
 - disadvantage

4 Good and Bad leader in Thailand

- in the present
- in the past

~~According to the Mumimu story. There are two kind of Characters's leader. There are good and bad leader.~~

~~According to Mumimu's story, The good leaders, they are tried to developed Nolnachi, for example build Nolnachi's library imported eletricity and good civilizations. Good leaders, not only tried to developed Nolnachi, they are very friendly with Hsier villagers. If we compared with real life, the good leader must concerned what are resident want and talk with them. So in the Mumimu story, the good leaders are Patmini and Mumimu. But they have disadvantage~~

-next page-

This Journal is about compared during good leader and Bad leader in Mumumi's book and compared real life too.

In real life the good leader must have a lot of responsibility and duties. And the important point is the good leader must concerned what the resident or villagers. So, According to Mumimu's story, Mumimu and Patmini are concerned their resident. We can see in the last chapter (19-23). The Nolnoshi creatures are in the darkness because of they choosed wrong leader. But they are good luck because Mumimu and Patmini survived. So we can see that Mumimu and Patmini are good leader.

In the real life the bad leader, almost they are not honest and sincere. They became to be leader because of money. They can cheat the money from everywhere. And the important point is they can do everything what they want, so this is the real life of bad leader.

According Mumimu's story, Marnling who became new leader replaced Patmini. He is selfish and ugly. We can see Marnling did everything that he wanted. For example he made the rule for Nolnoshi and everyone must deserved him as King.

We can infer that bad leader, some they can stay because of money or cheating, some they cannot live because resident or citizen will ^{be} punished them by unpeaceful like Marnling. Marnling cannot stay long because Nolnoshi creature throw everything at him.

But if we can see the good leader, they couldn't stay long because the bad leader, they can lobbyist. And this is ^{the} real life.

It's amazing that Good leader, some country are development very slow or poor. There are no reasons and why. But Bad leader, they can developed their country such as Iraq. Almost they are from Central of Asia.

If I compared Good leader and Bad leader in Thailand. I think their are no good leader. I cannot choose perfect leader for my own country. You can see in the present. This government have a lot of problems. I haven't seen "problem's government" like this before. In the past there are many goods leader although some citizen didn't like.

Good. You follow the instruction note taking, outlining and writing.

Is there any disadvantage for a good leader? advantage for a bad leader?

Why do you write it in your outlining?

Discussion of Mid – Term Examination of Student 4

Additional feedbacks written on the examination booklet were:

1. Teacher wrote the score 23
2. Teacher wrote ‘1. Good. You follow the instruction. Note taking, outlining and writing. 2. Is there any disadvantage for a good leader? / Is there any advantage for a bad leader? 3. Why do you write it in your outlining?’

Discussion of Mid – Term Examination Feedback

First, student 4 did not write two full pages; he omitted many lines. In addition, student 4 divided his paragraphs into several sections in each page; student 4 did not follow the rule in writing. In his essay, there was no teacher feedback to indicate the grammatical mistakes. This showed that student 4's grammar was rather accurate. However, teacher gave a positive feedback on his writing. *‘Good. You follow the instruction; Note taking, outlining and writing’*. Nevertheless, teacher C wrote *‘Is there any disadvantage for a good leader? / Is there any advantage for a bad leader? / why do you write it in your outlining?’* This showed that student 4 broke the rule. In contrast, although student 4 would not follow the criteria at all, he got the scores; 23. This might be because he was so accurate in grammar use, and he might use the correct word sequence because of no grammatical mistakes on his writing.

The Comparison between the Journal Feedback and the Mid – Term Examination Feedback

In journal, student 4 did not write two full pages; he omitted many lines, and he wrote many paragraphs per a page. However, teacher C gave her signature on his writing. On journal writing, there was no mistake about grammar at all; still, teacher C taught student 4 to know the use of the passive voice to make the sentence brief and readable. That is, when there were a lot of the redundant words, teacher C taught student 4 to adapt it to make his text more interesting. In verbal feedback, teacher C could know that his grammar was pretty good because when student 4 started to write, he would think about the main ideas and write his sentences on other papers. Afterwards, student 4 would revise and check grammar and vocabularies again. This showed that student 4 paid attention to writing a lot. In mid-term examination booklet, there was no grammatical mistake that teacher C wrote. That showed student 4 could

develop and made a progress of grammar use very well. Maybe, the problem that took place was that student 4 spent a lot of time thinking and revising until he could not write other points such as the disadvantage for a good leader, advantage for a bad leader, writing essay in his outline. This showed that student 4 had to improve writing with the time limit urgently. In contrast, his grammar and vocabularies were rather complete.



Teacher Feedback to Student C 5

(What do you see and how do you participate in the Kru ceremony?)
 The Kru ceremony is Thai culture for students to show respect and welcome to their teachers. Normally, Nai Kru ceremony will hold on ^{Thanks for your information} second Thursday of June. Before Nai Kru ceremony day, students will create their tray with a meaningful flowers. ^{Every year?}

In our university, Assumption University, have group of people prepare for this ceremony especially Student Organization. I saw that one week before Nai Kru ceremony, the information document about Nai Kru ceremony invitation distribute around.

I had got it when I studied Basic English class. In document told that "all 511,xxx students must attend Nai Kru ceremony and full uniform is required" and this ceremony is a part of Freshmen's Ethic Seminar. ^{has} Everyone have to study this subject for 2 times per semester.

Before 19 June 2001, every class on Thursday had cancelled because every students have to join ceremony. But for me, there was only 1 subject cancelled that was Business Law I. So, I have plan to comeback to my old school in the morning because it had Nai Kru ceremony too and all of my friends could ^{meet} each other again.

I had prepared ^{A lot! Great!} one hundred roses to give to my teacher. They had bless me and wish me to have succeed in my life. After that I had lunch with my friends then I drove a car to Assumption University, Hua Mak Campus. I had parked near university then I walked

to see my friend who was waiting for me. I had bought van tickets.

This is my first time to went to Assumption University Suwanaphum Campus with van. It was faster than bus about 10 minute. When I and my friend were arrived, many students had already sat inside John Jay II Sports Center. It is big gymnasium in university. ^{to + infinitive verb}

I was almost late, therefore I had to sit at the front of gymnasium or behind stage. I can't see what later on stage, this made me have more concentrate to listen to MC. I sat with my friends and I can see a lot of people that were all Freshmen. This ceremony was activity that can attend the most of 511,xxx students to join.

When Bro. President, Professor and Dean ~~were~~ came, we had sang a song "Sadduce Assumption" together. First activity was Nai Kru, a lot of Nai Kru's tray were gave to teachers by first year students and we had to ^{sing} "Nai Kru Poem". It was very meaningful activity even it was use a little bit time.

Bro. Dr. Banchara Sanghirun, President of Assumption University, told us about good students for our teachers. After that Registrar, A. Kamol came to read a name list of students who had a good grade. They got special honors and awards from Bro. Dr. Banchara. Then they gave appointment to president of club and Student Organization president, chairman, committeeman.

Before came back home we had been engaged in checked our name. This Nai Kru ceremony made me know ^{what is important thing that} I have to do. To try my best in this university for every teachers who give bye and care.

5. Interview between Teacher C and Student C 5

Teacher: Most of all journals how do you feel to write journal?

Student : At first, I feel very bad, but I think I have too time, In Assumption University we have to learn to improve our writing skills. It is only Basic English, but we have to do a lot, so far away.

Teacher: To write a journal entry, how long did you take it?

Student : I take about three hours. Before I write it, I will write it in Thai, hm..main idea in Thai and what Thai language about that topic if topic is about favorite place I have to think what happen in this place, and why I like it I will write it in Thai language and next day I will translate it.

Teacher: Hm.. The first of all, you translate Thai language to English language, that's why you take three hours. If you translate from Thai language into English language, how do you translate? Let me know your method.

Student : I have to open the dictionary: the vocabularies that I didn't know.

Teacher: Okay, after getting my comments on your journal, how do you think that?

Student : The first comment that you give me, I have a good handwriting, it makes me write a good handwriting for you next time.

Teacher: Yes, it encourages you.

Student : And some comments of you about grammar, it makes me remember this is how to use singular verb or regular verb like that.

Teacher: Among the journal of the topic, which one do you like and which one you don't like to write?

Student 5: Journal that I like is my friend like Pasakorn, when I see this topic; I have to think my friends, my old friends at my school, I have in this situation that happen at pratom six like that about the past, a good thing with my friends. And journal that I don't like is what do you see " Wai-Kroo ceremony because it is a real thing that you see, it have to come from that day; it is hard to write about two pages. It is a lot, but good luck in Wai- Kroo ceremony I come back before I go to Assumption University.

Teacher: Okay. Thank you very much.

An Analysis of Teacher C's Written Feedback on Student C 5

- Teacher underlined the sentence and wrote “*Thanks for your information*”.
- Teacher underlined the phrase “*with 3 meaningful flowers*” and wrote “*every year?*”.
- Teacher underlined “*Everyone have to...*” and wrote “*has*” above.
- Teacher filled ‘s’ behind ‘all of my friends’. Then, she underlined ‘*met*’ and rewrote ‘*meet*’ in the same sentence.
- In another one, teacher wrote *to + infinitive verb* when student 5 wrote ‘I had to *sat* at the front of gymnasium’/ ‘we had to *sang* “Wai-Kru Poem”’.
- Teacher wrote “*a lot, great!*”
- Teacher underlined in the last sentence and wrote “*good point*”.

An Analysis of Teacher C's Verbal Feedback on Student C 5

- Teacher C asked student 5 about the feelings and the procedure of writing journal. Besides, student 5 was requested to tell about how he thought about the comments after receiving. Above all, teacher C asked student 5 which topic he liked and which topic he did not like to write as the general question.

Discussion of Journal Feedback

- First, student 5 wrote the title ‘Wai Kru ceremony’ to describe, and student 5 could write two full pages as the criteria. In journal writing, there were the grammatical mistakes that teacher C corrected. For instance,
 - Using (everyone + singular verb); ‘Everyone has to study this subject’.
 - Using (all of my + plural noun); (would + verb 1); all of my friends would meet each other again.
 - Using (to + infinitive verb); I had to sit at the front of gymnasium / we had to sing “Wai Kru ceremony”

Apart from the feedback on the grammatical mistakes, teacher C underlined the sentences; for example, Wai Kru ceremony will be hold on second Thursday of June., and teacher wrote 'Thanks for your information'. In another sentence, teacher C underlined 'students will create their tray with 3 meaningful flowers'. Teacher C wrote 'every year?' and 'good point' when student 5 said that 'what is important thing that I have to do was to try my best in this university for teachers who give love and care' This indicated that teacher C was interested in what student 5 wrote, when she

knew about that, she wrote 'thanks for your information'. This was teacher feedback that made student 5 know that teacher C checked what he wrote all. However, teacher C could know that student 5 had a problem about the use of the helping verb + verb1 or the use of 'to + infinitive'. Above all, teacher knew that other grammars were pretty good. However, the feedback that teacher C gave student 5 were obviously seen; this would make student 5 understand what teacher C corrected and explained.

Discussion of Verbal Feedback

Teacher C asked student 5 about the problem in writing journal. First, teacher asked student 5 how he felt to write journal. Student 5 said 'At first, I feel very bad, but I think I have too time, In Assumption University we have to learn to improve our writing skills. It is only Basic English, but we have to do a lot, so far away.' This showed that at first student 5 felt so worried about writing, though it was only basic English; however, although student 5 would be poor in English, he encouraged himself to improve his writing because he thought that he had a lot of time to learn and develop his writing skills. Then, teacher C asked 'to write a journal entry, how long did you take it?' student 5 told his teacher that he took about three hours in writing; he would write it in Thai; main idea in Thai, and he would think of what happened in that place and wrote it all, and the following day student 5 would translate it in English. This showed his procedure step by step in writing journal. Of course, student 5 still spent a lot of time to write and check his grammar. When student 5 did not know the words, he would open the dictionary, and student 5 told teacher C 'the first comment that you give me, I have a good handwriting, it makes me write a good handwriting for you next time. This showed that the comments that teacher C wrote made him more careful in writing; especially grammar with the good handwriting. In addition, teacher C knew that student 5 got the advantages from some comments about grammar, when he said that 'it makes me remember this is how to use singular verb or regular verb'. Absolutely, what teacher C put on his writing was so beneficial to him because he could remember and apply for it in the next writing.



ASSUMPTION UNIVERSITY

SUBJECT Basic English SEC. 809
 NAME Junrapong Cheenarajitagoon CODE 5111365
 DATE 16/09/68 ROOM 323

QUESTIONS	MARKS
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
TOTAL	22
MAXIMUM	

Remarks :

- Before anything else fill in the blanks above.
- Students are strictly forbidden to take any booklet out of the exam-hall.
- Students must write on both sides of the paper.

INSTRUCTOR _____

nang.kyiphya@gmail.com
0899933665

Good leader in Book of Mummy

Police chief

Palminni

A-na

The book of

Mummy

Good leader in my opinion

have good characteristic

good behavior

responsible

Bad leader in Book of

Marning

1) Good leader in book of Mummy

1.1 Police chief

- Boss who can control police under command.
- Responsibility to family.
- Responsibility to his work.

1.2 Palminni

- Good behavior
- understand every people
- Good decision

1.3 A-na

- Take care all children in Kindergarten
- Give knowledge and tell what is right or wrong

2) Bad leader in book of Mummy

2.1 Marning

- Big liar
- Cheating
- Make himself to be center
- get rid of everyone who not respect him

3) Good leader in my opinion

- have his/her own thought
- good behavior
- understand everyone under control
- think about another mind
- have responsibility to everything his/her has done

The Book of Mumimu

The book of Mumimu is story about journey of Mumimu and his friend. In this book we have many good and bad thing that any character has done up to their characteristic. Someone do something because their own reason but Someone have to do something because their responsibility.

In my opinion good leader must has his/her thought. This made his/her has a good decision too. Good leader also thought about another people's minds. So his/her will not take only what they want. Listen and accept any ideas that can made anything better. The big function came with big responsibility.

Many example of good leaders can see from book of Mumimu such as police chief. He not only to take care himself but also his family. He has been good leader for his family. About his worked, he also be good example for another police under control. He did the best in his job to take care everyone who cannot find the way back home.

Police Chief was also take care another people not lived in his city. Try him best to find out the solution. He is good example of good leader who is not try to run away from problem that he didn't made.

A-Na is good example also. She was sister of police chief. A-Na worked as teacher in kindergarten school. She was very kind person. She has to take care children and give them knowledge, this why she is good leader.

In the story, One day when A-Na, Mumimu and Patmini were went to public library and Mumimu felt pain at his chest. A-Na rushed to called a cop to take Mumimu to hospital.

From this part, I though A-Na is good teacher and have responsibility to take care every people under her duty.

Patmini, the leader of Nolnocni kingdom, was also good leader. In way of her behavior, made Patmini be leader and all Nolnocnians friend in the same time. Patmini dare to made decision what is like or wrong and she also has brave heart. Because of Patmini never cheated to Nolnocni and always understood to every Nolnocnians made Patmini was beloved leader. Her behavior similar to her friend.

Marnling, big fat monster that always cheat and lie, came to Nolnocni because he saw that Nolnocni didn't have leader at that time. Marnling plan to cheat, this is first bad thing that Marnling never though in right way and he didn't has purity in.

Marnling do himself like a king and made every nolnocnians to worked for him, this is second thing. He said fourth law that made Nolnocni isn't the land of joy and happiness, this is third thing. Every nolnocnians didn't happy till Patmini and Mumimu came back.

Every one build library and give name ^{library} Mumimu library to honor mumimu and egg shape throne from clay to their leader. This is good thing that made.

OK ⇒ Paragraph writing

You can give concrete example of good and bad leaders from the book of Mumimu.

Where are your leaders in the real world?

Good and bad leaders from real life?

Discussion of Mid – Term Examination of Student 5

Additional feedbacks written on the examination booklet were:

1. Teacher wrote the score 23
2. Teacher filled 's' into the word 'good leader'
3. Teacher underlined 'libraly' and rewrote 'library'
4. Teacher wrote – OK= Paragraph writing
 - You can give concrete example of good and bad leaders from the Book of Mumimu.
 - Where are your leaders in the real world?
 - Good and bad leaders from real life?

Discussion of Mid – Term Examination Feedback

Student 5 did not write two full pages; there were eight lines left that student 5 omitted. In his writing, there were two points that teacher C rewrote. These were clear to make him understand and improve it. The grammatical mistakes which teacher C gave were:

- Fill 's' into 'good leaders' to indicate it as the plural noun

In addition, student 5 wrote wrong. This was the mistake, not error and might occur from writing in a hurry to expand the text for two full pages.

- Spelling wrong 'libraly' / 'library'

Nevertheless, although student 5 would have a few mistakes; one grammatical mistake, one vocabulary, he did not write it completely. Certainly, teacher C gave clear feedback on his writing to make student 5 know that which part he did not put. That was what student 5 had to improve 'Where are your leaders in the real world? / Good and bad leaders from real life?'; student 5 did not have time left to write about that, so student 5 had to develop writing with the time limit to practice his writing skills more.

The Comparison between the Journal Feedback and the Mid – Term Examination Feedback

In journal, student 5 could write two full pages; however, there were some grammars that student 5 had to improve such as the use of to + infinitive, the use of auxiliary verb; will, would, must, had to, have to etc + verb 1. Then, in verbal feedback, teacher

C knew that student 5 spent a lot of time writing two full pages. That is, he had to think about the main ideas and wrote all in Thai first, later the next day; he would translate it in English. This was why student 5 took about three hours. However, student 5 improved it and remembered in what teacher C wrote on his paper; how to use verb; singular verb or regular verb, and this proved that the teacher feedback that teacher C wrote was useful to student 5 to get rid of the weak point. However, in the examination booklet, student 5 improved grammar a lot; teacher C just wrote it only one point with one wrong vocabulary. This showed that his grammar was already improved. Importantly, the feedback that teacher C used made student 5 succeed in writing more, although he had to improve the time in writing.



Teacher D

Date: On 11 July, 2008

Time: 14.00 -15.30 p.m.

Place: S building, Room S 23

Name of the Teacher: Arisara

Interviewed students:

1. Apichaya Poosirat
2. Araya Charnpatchararoongroj
3. Parach Silangern
4. Jiraporn Fuangfunkul
5. Boonsoong Santitannanon



What do you see in this game? 14/06/08

Last Wednesday, our teacher guided us to play an interesting game. All students were more enthusiastic than the other days. Teacher showed how to play this game via the projector. All of us were really exciting. We concentrated in learning it. The name of this amusing game was "Word order". Before playing this game teacher showed an example and explained how to play it. At the beginning, there was a table which consisted of two rows and several columns. The number of columns depended on how many words there were in the sentence. Each cell of this table showed as a colorful box such as blue, green, yellow, pink, purple, and grey. Each cell of the first row showed the word. And each cell of the second row showed the number which was one to ten. The number was represented for the word in the same column. Teacher showed the tables which contained several words and numbers. It should be a sentence but it was misplaced. We had to solve this problem by rearranged the words to become a perfect sentence. In stead of telling the perfect sentence by words, we had to tell by the number which represented that word. Teacher told us to group for two by matching each one with the one in front of you. I was a partner of Biba who sat in front of me. We took a few minutes for grouping. Fortunately, we were even so everyone could play the game in pair. Biba and I included my classmates saw a big table with several words in a modern projector. Then, we thought carefully and tried to rearrange all of those words in the table to become a right sentence.

When I thought it was all right, I wrote down the numbers of words which represented the right position of the words in the sentences on a white paper. Biba quickly raised her slender hand and waited for teacher calling her

to answer our solving sentence. We had to compete each other to raise our hand and wait for teacher to call. To answer the solution. Sometimes, we waited for a long time and finally the problem was already solved. First, we had to answer the sequence of the numbers until teacher told us that it was correct then we had to read that right sentence. Finally, we had to explain each word in that solution sentences for our classmates. Some sentence had two solutions because adverb of time could be either in front of the sentence or at the last of sentence. When we won the game we were happy and feel proud of ourselves. We really enjoyed this game. ^{really} We would like to play it again. But when we wringed, we tried it again. Nobody gave up for the solution. Sometimes, Som vied with me to answer the numbers. She stood up and competed to answer as quickly as she could. Everyone laughed at Som and Ping while they were doing those funny things. I think that this game is very interesting and useful for me. My friends and I can learn English grammar, when we play the game. For example, we are able to know which words are subject, verb, adjective, adverb, and object. Subject must be the first word of the sentence. Verb should follow on subject. Finally is object of the sentence. Verb is magnified by adverb which clarifies the meaning of sentence. Adverb is normally before verb. The adjective is the word which magnifies noun or adjective itself. There are able to have several adjectives in the sentence. Arrangement of adjective is the hardest thing. We played this game all over the class. The winner of this game was Jack and Dew. They were able to answer the maximum numbers of sentences.

Teacher called them to show up in front of the class and they think about the title of journal which would be published on next Wednesday. Finally, the two genius boys

selected "what do you see in this game?" for our journal. I think that they should write the best journal for this week because they are the ones who select it. It is very tough for me to write this journal. It takes me almost three days for finishing it.

Apichaya

Your journal seems to be a narrative. However, I got useful information from it.

I'm happy to hear that you enjoyed playing this game and got some knowledge from it.

I think if you have any ideas about playing game in the class, you can share your ideas with your friends and me and try to play it in our class and see how it works or not.

If it doesn't work, it's ok. We just try it.

Have a nice weekend.

P.S. Apichaya next time please use a present tense to write your journal.

1. Interview between Teacher D and Student D 1

Teacher: I think your grammar is quite good. Right? So you don't have any problem about grammar? What is the procedure when you write your journal?

Student : No problem about grammar. I will take note it in Thai first, and then I start to writ the journal.

Teacher: Do you think two full pages is a lot or just a little or easy for you?

Student : Uh! Not too little and not too a lot, it's okay.

Teacher: How do you think about journal when you write so far for five weeks?
Do you think your grammar improves or progress?

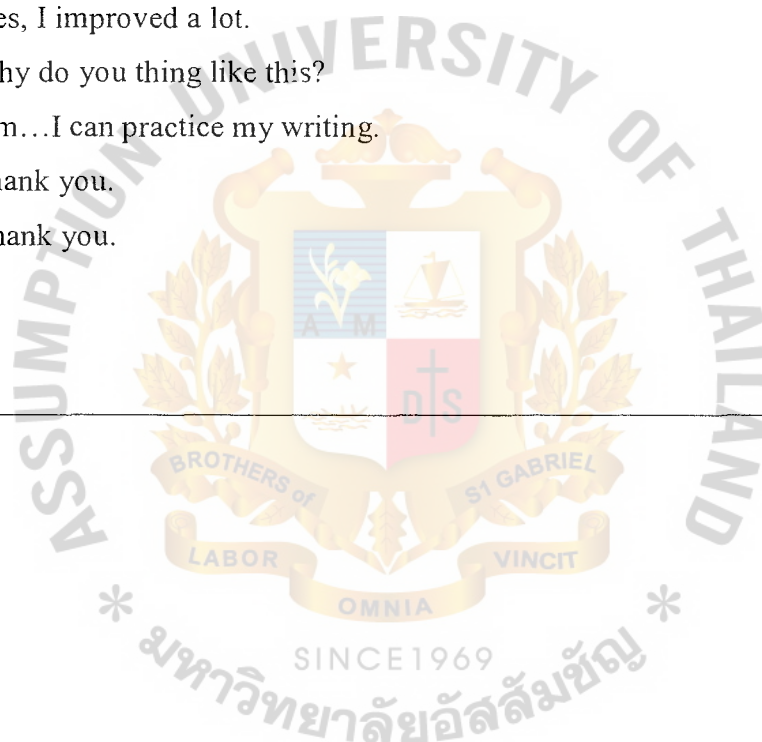
Student : Yes, I improved a lot.

Teacher: Why do you thing like this?

Student : Hm...I can practice my writing.

Teacher: Thank you.

Student : Thank you.



An Analysis of Teacher D's Written Feedback on Student D 1

- Teacher underlined the sentence '*We really enjoyed this game. We would like to play it again*' and wrote "really?" above it.
- Teacher wrote a long commentary after checking.

An Analysis of Teacher D's Verbal Feedback on Student D 1

- Teacher D gave student 1 to tell about the procedure of writing journal with grammar. Besides, teacher D asked student 1 if you thought two full pages is a lot or just a little or easy for you, and teacher D asked her "how do you think about journal when you write so far for six weeks? And do you think your grammar improves or progress?"

Discussion of Journal Feedback

- First of all, student 1 wrote the title 'what do you see in this game' to describe, and importantly student 1 could write two full pages. In student 1's writing, there was no the grammatical mistake that teacher D corrected. In contrast, teacher D underlined the sentence '*We really enjoyed this game. We would like to play it again.*' and wrote 'really?' above on it. It showed teacher D paid attention to her writing; this implied that teacher D read in what student 1 wrote every line with checking the grammar. The feedback that teacher D gave was to express in short. Student 1 was accurate in grammar use; tenses, word order etc, and writing the correct vocabularies.

However, although student 1 would write it completely from checking grammar, teacher D's comments were obvious and necessary for her to improve. That is, teacher D wrote '***your journal seems to be a narrative; please use a present tense to write your journal***'. It is easily possible that student 1's writing will be complete if student 1 understand and develop her description writing very much because there was no grammar mistake on hers at all. In addition, teacher feedback could encourage student 1 to go on writing and participating in activity in the class when teacher D wrote 'I'm happy that you enjoyed playing this game and got some knowledge from it, I think that you have any ideas about playing game, in the class you can share your ideas with your friends and me and try to play it, it doesn't work, it's o.k. we just try'. This showed teacher D could know student 1's feedback on learning in the class also, and student 1 could understand more in description writing with the present simple tense.

Discussion of Verbal Feedback

Teacher D checked student 1's grammar understandings from her writing. Teacher D said *'I think your grammar is quite good, don't you have any problem about grammar?'* Student 1 said *'No problem about grammar'* this showed that student 1 was rather skilled in grammar, so teacher D let student 1 explain about the procedure in writing. Student 1 said *'I will take note it in Thai first, and then I start to write the journal'*. This showed that student 1 checked the grammar carefully with using the correct sentences on other papers before submitting. Therefore, teacher D asked *'Do you think two full pages is a lot or just a little or easy for you?'* student 1 said *'not too little and not too much a lot, it is okay'*. This showed that student 1's grammar was quite good, and importantly student 1 answered to teacher D that she improved it and made a progress of grammar use because she practiced it so far for five weeks. This indicated that student 1 improved and tried to follow teacher D's feedback on her writing. As a result, student 1 could write the text with the grammar accuracy better.





SUBJECT Basic English SEC. 805

NAME APICHAYA POOSRIRAT CODE 5112392

DATE 16 / 7 / 08 ROOM. S22

QUESTIONS	MARKS
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
TOTAL	25/30
MAXIMUM	

1. Before anything else fill in the blanks above.
2. Students are strictly forbidden to take any booklet out of the exam-hall
3. Students must write on both sides of the paper.

INSTRUCTOR _____

Note

- Justice
 - Carelessly
 - Co-operation
 - Friendship
 - Responsibility
 - Developing country
 - Kindness
 - Sincerity
 - Helping each other
 - Good outside looking or image
 - Sympathy
- Lazy
 - Selfish
 - Not responsibility

Outline

Introduction: Who want to be a good leader? You can build yourself

Body: The good leader in The Book of MumiMu is Patmini and Mumimu

Justice: They are justice people

Carelessly: They care their friends. They miss their friends when they doing something.

Sincerity: They tell the truth and not gossip.

Kindness: They share their foods and their utensils etc.

And for a bad leader in The book of Mumimu is Marnling

develop country
Lazy: Marnling stays only in his place, not go outside to
Selfish: Marnling not work but Nohocnians work hard

etc.

Conclusion: If you want to be a good leader, you will do follow people who is a good leader such as Patmini and Mumimu

Essay

Who want to be a good leader? You can build yourself. And now if you were a bad leader you can change yourself to be a good leader. And how do you change?

The good leader in The book of Mumimu is Patmini and Mumimu. In first time, Patmini is a one leader in Nohocni land. But Mumimu is follow after. Mumimu is very closed friend with Patmini. They adventure together in many situations. So at the end of the story Patmini and Mumimu are good leader.

Justice is the one of good leader doing. So They are justice people. They share their foods for everyone. They tell the secret plan to everyone. Everyone can show ideas and Patmini and Mumimu get all of their ideas. For my real life, my parents give equally money on Chinese Happy New Year. And They love their children equally.

Kindness is mental showing. Patmini and Mumimu share their foods to their friends such as berries, fruits, berries fluffs, tea, and utensils. And In my real life, friend can share money when your

friends are in problem. My parents can help me to solve the problem. And they can listen to me for every story.

Sincerity is the important rule of a good leader. Patmini and Mumimu always tell the truth thing with their friends. And the truth thing that they say is good and benefit for their friends. They do not gossip with their friends. They not make bad things to their friends. For my real life, The Prime Minister should not blame or gossip each other. In another case, My parents always give good things to me. They never give bad things. I think when my mother punish me, my mother and I don't like it. But I think it is a good thing that my mother do.

For bad leader in The Book of Mumimu is Marnling. Marnling wants to be famous person. He wants quest in other country. I know him that he is a rich man and have a lot of power to his people - Nolnocnians.

Lazy, Marnling is very lazy person. He always stay only in his big place. And the big place he does not build by himself. But he assigns Nolnocnians build for him. And he 'is' not develop Nolnocni land. He is not do anything for Nolnocnians. He just do only eat's great wine. But Nolnocnians are work hard.

Selfish, Marnling takes many advantage from Nolnocnians. He assigns hard work to Nolnocnians. And he also assigns that Nolnocnians do not

play with each other.

If you want to be a good leader, you will do follow people who is a good leader such as Patmini and Mumimu.

- Be careful about - Singular / Plural N.

-s

are

e.g. The good leader in a book of Mumimu is.

Patmini and Mumimu

↓

plural ?

- Article

e.g. Marnling wants to be famous person.

↓
wants

↓
a

Article.

Discussion of Mid – Term Examination of Student 1

Additional feedbacks written on the examination booklet were:

- Teacher wrote the score **25/30**
- Teacher used the square □ to check the grammatical mistakes for many points to let student 1 revise it again
 - ‘they never give bad thing□’
 - He want□ guest in other country __□__ know him that he is a rich man and have a lot of power to his people – Nolnocnians.
- Teacher wrote **Be careful about – Singular / Plural N.**

-s

are

e.g. The good leader in a book of Mumimu is Patminni and Mumimu

↓
Plural ?

- Article

e.g. Marling want to be / famouse person.

↓
wants

↓
a

Discussion of Mid – Term Examination Feedback

First, student 1 could write two full pages as the criteria, and in student 1’s writing, teacher D used the square □ to check the grammatical mistakes. However, teacher D’s method was to give student 1 to observe it and find the answer by herself.

For example,

- A good leader□ in the book of Mumimu is Patmini and Mumimu. In the first time, Patmimi is a one leader in Nolnocni land.
- ‘they never give bad thing□’
- He want□ guest in other country __□__ know him that he is a rich man and have a lot of power to his people – Nolnocnians.
- He is not delevop Nolnocni land
- He is not do anything for Nenocnians.
- He just do only eats grate wine. But Nolnocnians are work hard
- Marling takes many advantage from Nolnocnians.

This showed that more often student 1 could not use the subject + verb correctly in the negative sentences. These were student 1’s writing errors from several points;

however, teacher D checked the grammatical mistakes by using the square to let student find the answers. After checking, teacher D gave some comments to student 1 about explaining about what student 1 did not understand. Obviously, teacher D dragged the incorrect sentences on her writing to explain. Certainly, it was the clear sample that student 1 could understand easily.

‘Be careful about – Singular / Plural N.

-s

are

e.g. The good leader in a book of Mumimu is Patminni and Mumimu

↓
Plural ?

- Article

e.g. Marnling want to be / famouse person.

↓
wants

↓
a

This was the good feedback that teacher D gave to student 1 to improve grammar.

The Comparison between the Journal Feedback and the Mid – Term Examination Feedback

In journal, student 1 could write two full pages with the good grammar because there was no mistake on it; there were just the positive comments to motivate her to improve in description writing. In verbal feedback, student 1 said that she had no problem about grammar use because student 1 would practice it by writing on other pages and revising it so far for five weeks. This indicated that student 1 was rather skilled in grammar and got used to it very well. In examination booklet, student 1 still did it very well; she made the errors in the negative sentence. However, teacher feedback which teacher D put on hers was rather clear. That is, teacher would expound the wrong sample that student 1 did systematically after her checking. From comparing, student 1 could improve it faster; what happened might be the time limit without revision. However, teacher feedback was one important factor to make student 1 improve.

NO.
DATE

Journal 3 "What do you see in your favourite place?"

I sit on the chair and look at the garden which in front of my house. In the garden has many kinds of tree that looks very fresh and green. My house surround with a green bush and a white fence. I see the large lawn which is my mom and dad stay. My mom lie down on a white hammock and read a fashion magazine. She looks very happy and relax. Right side from she has a lot of flowerpots such as a pink rose, a jasmine, a marigold and a orchid. They are very beautiful. A green garbage can is beside a red barbecue grill. I see a box of garden-tools, it has a lot of tools such as a yellow shovel, a gray rake, a red trowel, red pruning shears, a blue watering can and a red hose. A red lawn mower is beside a large compost pile. I see my dad waters the plants and looks after our garden. Then I go to a kitchen and sit on a brown dining room chair. I look around the room and pay attention to the left hand side. It has a white dishwasher with a black counter. On the black counter, I see a gray sink, a red dish drainer and a toaster. At the wall has a cabinet and shelf which are made of wood. On the shelf, I see a blender. The black refrigerator is beside the black counter. At my right hand side has a white stove which has a black burner, a oven and a broiler. On the table which in front of me has a glass vase, a pan, a cutting board, a knife and a coffee maker. I go to a dining room and sit on a wood chair. On the dining table has a candlestick, a vase, a pink tablecloth, a yellow napkin, a place mat, a pepper shaker,

NO.
DATE

a saltshaker, a pink teapot, a sugar bowl, a creamer and a mug. At my left hand side, I see a china cabinet at the wall which store many set of dishes and a white platter. The ceiling fan is has a light fixture. At my right hand side, I see a wood counter which has a big vase. The big vase has red rose. After that I go to a living room. I see my uncle sit on the black couch which on my right hand side, In front of the black couch has a big glass table. The large glass window is behind the black couch which has a blue draps. The television is turn on, it shows varieties game show. I see the wall unit which made of wood, it has a many kinds of book such as fiction, text book and magazine. The painting is on the white wall which is a location from blue sea and white sand. Beside the painting, I see a bookcase, it's made of wood. Then I go to a bathroom. I pay attention to the center in the room. It has a white bathtub which has a pink rubber mat, a faucet which has a hot water and a cold water, a shower head, a towel rack, a glass window with miniblinds, a blue hamper which keep many clothes. At the right hand side I see a white toilet, a toilet brush, a toilet paper, a pink bath towel, a pink hand towel, a pink washcloth, a black medicine cabinet which has a big mirror. The counter is below a black medicine cabinet has a tap, a soap on a blue soap dish, a toothbrush holder and big sink. The wastebasket is beside the scale. The wallpaper is light yellow. I see a wall unit, it has many towels, a lot of soap, a shower cap, powder and a comb.



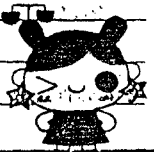
Araya

Actually I get your point but you should have
written what you see first and then you
continue a next sentence.

Have a nice weekend

Atisara

SINCE 1969



2. Interview between Teacher D and Student D 2

Teacher: What do you think about journal so far?

Student : I think it is okay, your comment is good I think writing journal practice me to be good about grammar.

Teacher: What is your step when you write your journal?

Student : I see at the room...I see around the room and I write it

Teacher: Do you think your grammar improve like before?

Student : Yes! Improve. Because I write journals for five weeks, it practices me about English skills, writing grammar I think two pages is a few because the first time two full pages is many...a lot of pages, but now it is a few.

Teacher: Thank you.

Student : Thank you.



An Analysis of Teacher D's Written Feedback on Student D 2

- Teacher D wrote the comments on student 2's journal after checking.

An Analysis of Teacher D's Verbal Feedback on Student D 2

- Teacher D asked student 2 about the feelings since writing journal so far. After that, student 2 was requested to tell about the step in writing journal, and then teacher D wanted to know if she improved grammar like before in order to investigate student 2's understandings on her work.

Discussion of Journal Feedback

- First, student 2 wrote the topic which she wanted to describe, and in writing student 2 could write two full pages. However, there was no mistake about grammar that teacher D checked. There was just a short comment to suggest student 2 to write it as description writing. That is, teacher D wrote *'Actually I get your point but you should have written what you see first and then you continue a next sentence'*. However, although teacher D would recommend student 2 with a short sentence or teach student 2 to write what she see first, teacher D did not monitor her grammar on writing at all. When there was on any feedback to make student 2 know that the sentence was right or wrong, it was difficult for her to improve. When the journal was not corrected on the text, student 2 could not improve grammar more.

Discussion of Verbal Feedback

Teacher D wanted to know student 2's the progress of grammar use; therefore, teacher D gave the questions to her 'what do you think about journal so far?' student 2 answered 'I think it is okay, your comment is good I think journal practice me to be good about grammar'. Then, student 2 told teacher D 'I see at the room... I see around the room and I write it'. Moreover, she said 'I improve because I write journals for five weeks; it practices me about English skills, writing grammar. I think two pages is a few because the first time two full pages is a lot, but now it is a few'. That indicated that student 2 could expand the text more and try to write it more correctly. Practicing for five weeks with the comments made student 2 develop her grammar writing.



ASSUMPTION UNIVERSITY

SUBJECT BG 0024 SEC. 805
 NAME Aranya Charnpatchavaramgraj CODE 5114790
 DATE 16/07/08 ROOM S22

QUESTIONS	MARKS
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
TOTAL	<u>25/30</u>
MAXIMUM	

Remarks :

1. Before anything else fill in the blanks above.
2. Students are strictly forbidden to take any booklet out of the exam-hall
3. Students must write on both sides of the paper.

INSTRUCTOR

[Note] : 1) Good leader should be 9

- | | |
|---------------|----------------|
| - Sincerity | - Honestly |
| - Kindness | - Sharity |
| - Responsible | - Hard-working |
| - Judgment | - Brave |

- 2) Mumimu is a good leader : help each other, brave ...
 3) Marnling is a bad leader : greedy, selfish, arrogant, foolish pride

Outline

① Introduction :

A good leader should be honestly, kindness, sincere, responsible, judgment, sharity, hard-working, brave and help another.

② Body :

Honestly - say truth

- not cheat

Kindness - not scold

- give some present for someone who hard-working.

Sincerity - Smile

- play with each other

- not fake

Responsible - do the work well as much as you can.

- When a bad thing happen, Do not ignore and should respond

Jdgment - Open you opinion and mind.

- Accept another idea

Sharity - Sharing money, sweet

- not greedy.

- not selfish.

Hard-working - help another

- not lazy

Brave - not scare

- Accept blame when

③ Conclusion : Who is honestly, kindness, sincere, responsible, judgment, sharity,

hard-working ... can be a good leader. If we have a good leader in our life. We can live together as happy as we can because. A good leader can guide a good way for us.

A good leader in my opinion is someone who can bring everyone gets the aim, protects them from bad thing and also control them walk in a good way. Someone who should be honestly kindness, sincere, responsible, judgment, sharity, hard-working, brave and help another that can be a good leader.

One is honesty, a good leader should say truth and should not lie because if you say lie that makes noone believes your saying. And also don't cheat in everything as you cheat for get something by bad way that makes everyone follow your action and will be bad too, for example, Marling tells No Noncian that he is a professional and more experience that can be a good leader in Nonocnic, everyone believes him. Finally, Marling tells lie that make everyone angry and rid him off. In real life, if leader cheating that makes noone like you too.

Two is kindness, It makes everyone love you and also obey you too. for example, Mumimu never scold to someone. He usually speak politely but Marling always scold to everyone that makes everyone scared him. If your member can good working for you. You should give a little or big present for your member.

Three is Sincerity. It can make everyone love you too and colse to you, for example, Mumimu can sing a song in Nonocian's party and he always smile. If your look kind every want to be your friend.

Four is Responsible. It can make you work success, for example, Mumimu do a workhouse when he live in A-na's house. If you do the work well as much as you can and you always concentrate that makes everyone proud to you.

Five is Sharity. It can make a lot of friends for you, for example, Mumimu get a berry from Nonocian. It makes you and everyone happy together.

Four is hard-working. It will take you go to success in future, for example, Nonocian make library and thorne for Mumimu. Finally the library and thorne that make Mumime impressed.

Mumimu is a good leader in my opinion because he is very nice, smile, donot blame beveyone. He always try to make a plane that rid Marling off. He help everyone plane to.

Be careful about - wrong spelling

Ariscara.

Discussion of Mid – Term Examination of Student 2

Additional feedbacks written on the examination booklet were:

- Teacher wrote the score 25/30
- Teacher used the square □ and the circle ○ to corrected the mistakes for many Points in the sentences
- Teacher wrote **‘Be careful about – wrong spelling’** after checking.

Discussion of Mid – Term Examination Feedback

First, student 2 just wrote one page and eight lines. This indicated that student 2 could not expand the sentence with the time limit. In writing, there were the grammatical mistakes that student 2 wrote; however, teacher D gave feedback with the symbols on her paper. That is, teacher D did not rewrite the correct words, but teacher D would draw the circle or the square on the mistakes. Student 2 had to find the answer it by herself. For example,

- Using the plural noun; ‘protects from bad thing’
- Using verb to be + adjective; ‘should be honestly, kindness / everyone proud to you.
- Using the word ‘say truth’, ‘say lie’, ‘tell lie’
- Using Subject + verb; ‘He usually speak politly’= spelling wrong/Nononcian make...
- Spelling wrong ‘if your look kind, every want to be your friend’ / ‘workhouse’

Nevertheless, after checking, teacher C reminded student 2 about the wrong spellings ‘Be careful about - wrong spelling’. This indicated that in student 2’s essay there were a lot of wrong spellings; she wrote the vocabularies wrong, and possibly it happened from no time to revise and to hurry finish it in time. Teacher feedback that was clear with the wrong spelling; however, teacher D did not put the correct words or the correct sentence in the grammatical mistakes.

The Comparison between the Journal Feedback and the Mid – Term Examination Feedback

In journal, student 2 could write two full pages as homework; however, there was no mistake about the grammar on her writing. Certainly, when student 2 got it without teacher feedback, this did not encourage student 2 to be careful in grammar writing. That is, student 2 could not know her grammar was good or not. However, in oral

feedback, student 2 had a problem about writing because she thought that two pages was too much for her, but later student 2 told teacher D that she improved it more and could expand the sentence. On the other hand, in the examination booklet, student 2 could not write two full pages. She just wrote one page and eight lines in her essay; this showed that student 2 had to improve in thinking and writing as the system with the time limit. Consequently, there were a lot of wrong spelling due to no revision, and teacher feedback that teacher D corrected was rather good, but she could not know the right word. Thai is, student 2 had to look up the words in the dictionary or find the correct structure of the part of speech by herself; for example, in the text she wrote 'someone should be honestly, kindness.....'



Teacher Feedback to Student D 3

What do you see in this game

On Wednesday, I learn Basic English in the afternoon. I'm so happy. When I learnt English, I excited to learn it. I come to the classroom and sit on the chair. Then teacher comes in the room. She greets student. And she tells to student that "Today we play the game". I see a teacher turns on the computer. I see the texts that is words order on the projector. It is beautiful colors such as green, white and yellow. The teacher have to explain the rules to everyone. We will split into the pair. Each team has two student. Who sit in front pair with who sit in back. Then students are pair completely. Everyone concentrate to do next step. My pair her's name is Ping. My left hand are Bo and Teen. My right hand are Mod and Sam. Then the teacher say that the first question. Everyone concentrate to see word at the projector. I see five word. And we must arrange words to new sentence that is must correctly. Who is faster and correct, Who is the winner. So each pair must help together. The first question, It's show on the project. There are 5 small square. Each small square has word in that. Inside the small square there are blue color and black text. It's colorful. When the word show, We think about this new sentence. The first question. Ping and Sam raise their hands. They snatch to answer so quickly. Finally, Ping and I are the winner. Because Ping are correct and faster than Sam. When they snatch to answer, everyone laugh at them. Then Sam is the winner. Everyone clap hand. Then the teacher shows the answer at the projector. The answer is below from the question. The answer, there are two rows. The each row has five column. Above rows have a number one to five. The below row are the new sentence. And Ping explains her answer to everyone. Everyone give opinion from correct answer. The question is show on the projector. Sam is the first person, who raises her hand and answers a question. But it's is wrong. So we immediately think

a new answer. Ping is a winner again. Because she's answer is correct. Cause Ping and I increase a point. I remembers one of sentence that is "My son is a boy with brown hair". I notes it into the notebook. Because I thinks this sentence is interest. I see a few this form later. Then someone comment this sentence. This comment is advantage for me. In this game there are seven questions. All questions are advantage for me. I see many words in this game. I see difference form sentence. I see my friend so happy. I see someone shows opinion their answer. I gets knowledge from this game. I actually arrange a sentence like Thai form. But It's not right in English. It's many wrong point for me. I see my friend change opinion. All opinions are new knowledge for me. I don't answer the question. When I have the answer, the answer is finish. I writes a sentence in my book. Such as my son is a boy with brown hair, Wait here until I come back and Both of us speak English well. I notes it. Because I don't see these sentence before. I see It arranges strange sentence. But It has a good meaning. This game is many colors. It is interest. I see many motions. The texts bounce from below. And the text question bounce from above. It be surprising. Each page doesn't same color. It is beautiful game. I see the text is clearly. When the question be hard. Each of my friends answer so different. But someone's answer is correct. And they can explain the detail from answer to clearly. Finally Ping and I have 3 points. But Jack and Dew are the winner. Because they answer to correct more than everyone. Every in this room clap our hands. The teacher gives the order to they, they must make the topic of journal. Then they give the topic of journal to us. That is "What do you see in this game". This game is more advantage for me. I see friend's happiness. I see my friends enjoy in game. This game causes new knowledge. I see the sentence, which I don't see it before. This game mixes amusement and knowledge altogether.

Parach

Your journal seems to be a narrative. However, I marked some sentences that was ck. So next time please write what you see....

I'm glad to hear that this game is advantage for you. My objective is I want you to learn English with fun. I'm more happy when I knew you took some notes in your book. That makes me think you get English knowledge not only having fun (someone)

However, I read one journal and + mentioned that you were a bit afraid when you played this game.

I want to tell you like this. Don't be afraid Sam!

Your English grammar is not so bad. And I stated above that I wanted you to learn English with fun so don't be worried about it. Join to your friends. Everyone can do something wrong. I hope you have fun with your friends and me.

I mean don't worry if you do sth wrong when you play game.

Have a nice weekend

3. Interview between Teacher D and Student D 3

Teacher: How do you feel when you write your journal?

Student : I feel good, but in the past I think it is about writing hm...two pages is difficult for me

Teacher: You meant until now it is difficult for you!

Student : I think it is good when I

Teacher: Uh! The first time you think it is too much for you, but now it is okay.
What is your problem about grammar?

Student : About tense in my journals.

Teacher: What kind of tense?

Student : I don't know what I choose tense for write

Teacher: You write present tense. Right? The problem is you forget or you don't know.

Student : I think I forget it

Teacher: Okay, thank you.

Student : Thank you.



An Analysis of Teacher D's Written Feedback on Student D 3

- Teacher used the tick marks for the correct sentences
- Teacher wrote a long comment after checking.

An Analysis of Teacher D's Verbal Feedback on Student D 3

- Teacher D asked student 3 “how do you feel when you write your journal?”. and later student 3 was requested to tell about the grammar problem that happened from writing journal. Besides, teacher D emphasized about using the present tense to her.

Discussion of Journal Feedback

- Student 3 could write two full pages and wrote the title that student 3 wanted to describe. However, in writing teacher D gave the tick marks with the correct sentences; nevertheless, this feedback could not make student 3 know that which point it was wrong or right because this teacher feedback was vague and difficult to understand. Possibly, when student 3 wrote, she would try to use tenses and the word use to make her text readable and interesting, student 3 wanted to know those sentences that she used right or wrong; she wanted to know the right words to improve her next writing. After checking, teacher D suggested student 3 about it, and wrote ‘your journal seems to be a narrative. However I marked some sentences that was o.k.’ In addition, teacher D encouraged student about doing the activity in the class. In contrast, checking like this could not make student 3 know clearly which sentence was correct or wrong. Importantly, student 3 did not know how to write the correct sentence.

Discussion of Journal Feedback

Teacher D asked student 3 to know the problem in writing journal ‘How do you feel when you write your journal?’ Student 3 said that now she felt good, but in the past she thought two pages were difficult for her. This showed that student 3 made a progress in writing more. However, student 3 still had a problem about grammar. That is to say, student 3 did not know which tense she had to choose for writing. However, teacher D told her to use the present tense in this kind of writing. However, student 3 forgot to use it. Possibly, this implied that student 3 might be confused in tense use between narrative and descriptive writing.



ASSUMPTION UNIVERSITY

SUBJECT Basic Eng SEC. 805
 NAME Farach Silangern CODE 5113201
 DATE 16/6/2008 ROOM. 9 22

QUESTIONS	MARKS
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
TOTAL	<u>25/30</u>
MAXIMUM	_____

Remarks :

1. Before anything else fill in the blanks above.
2. Students are strictly forbidden to take any booklet out of the exam-hall
3. Students must write on both sides of the paper.

INSTRUCTOR Good leader

note : fairness

- develop person

- creature

- have a reason person

outline : Introduction : good leader should be a fairness, develop person, honest and cooperation

- person : who have many ideas to do something for develop her/him self and her/him work

② - develop person who have many ideas to do something for develop her/him self and her/him work

① - fairness : take something or do work with everyone to be equal

③ - creature : who is can get new idea and get new plan

④ - have a reason person : who make something with the reason not do something without the reason

Creature is the one of good leader. Creature is a person who plan something and think about new thing on the time. In the book of Mumimu, I think Mumimu is a good create person. He can do something to be good. Such as situation. When he is the new place. He do everything to find the way back to home. He create all thing to do. He loves to read many books. It's the result to create in himself.

Be careful about using spelling

e.g. my father ~~make~~

↓
V.

Answer.

Good leader in my opinion should be fairness, develop person, honest and co-operation. I think mumimu has a good leader.

Fairness is make a person to the good leader, I think. In the book of Mumimu Palmini is a fairness person because she makes everyone in Nolnoci to be equal. In my life the fairness person is my father. In my family has 4 members. There are my father, my mother, my sister and I. When I do something wrong, my father is decision the problem with fair. He don't care me or my sister. He do everything to penl and punish me or my sister when we are wrong. In the Nolnoci, Marling isn't a good reader because he do something without fairness. Such as situation, he makes Anunu, Beeda and Dusy to the jail. Anunu, Beeda and Dusy they don't do something wrong. So he thinks he is a clever. He wants the nolnocians to be his servant. He orders to everyone to work everything for him.

In the fact, If someone is a develop person. It make good way to do something successful. In the book of mumimu, I think Palmini is good develop person. Can see from Nolnoci palace. She makes Nolnoci palace to the beautiful place. She always makes everyone to meet. I think that is be good idea. Because I think when the everyone meet together. They can change the any idea together to develop their palace or their skill. In my life, I think My principle of old school is develop person. I has learnt in St. Joseph Koksamui for 12 years. She is a sister of Catharin. She develop my school to be beautiful than before. I get some rule to give students and teachers. She can make my old student to be 1st in Koksamui. I see the different way in my old school. And the learning and teaching in my old school are be good.

Discussion of Mid – Term Examination of Student 3

Additional feedbacks written on the examination booklet were:

- Teacher wrote the score 25/30
- Teacher used the symbols such as the circle, the square, and the underline to check the wrong words
- Teacher wrote ‘Be careful about – wrong spelling

- v
e.g My father ~~is~~ make.....
 ↓
 v

Discussion of Mid – Term Examination

First, student 3 could just write one page and seven lines. Student 3 did not follow the criteria. However, there were a lot of the grammatical mistakes that teacher D checked. Still, teacher D used the symbols such as the circle, the square, the underline to indicate the mistakes. However, student 3 could not know what she had to improve. That is, teacher D just gave feedback to her, but teacher D did not rewrite, delete, crossing to make student 3 know that this sentence was wrong or right. Teacher D did not write the part of speech or the abbreviation that made student 3 understand more. Possibly, student 3 wanted to know why she made the mistakes, which point she had to improve urgently, or what standard teacher D gave the score because she got the high score, but there were a lot of the grammatical mistakes. Teacher D wrote the signs on the mistakes, but she did not explain about it to make student 3 understand more. There was just one sample that she explained. ‘My father make.....’ this was not clear. Importantly, teacher D expounded about it wrong ‘My father = Singular noun, but why teacher D did not fill ‘s’ in the verb ‘makes’ this was not clear.

The Comparison between the Journal Feedback and the Mid – Term Examination Feedback

In journal, teacher D gave student 3 the tick mark as the symbol for the correct sentences. However, these were not clear because student 3 did not know which point it was obviously right or wrong. Teacher D did not rewrite to make student 3 know how to solve, how to change the wrong sentence. In verbal feedback, teacher D

emphasized on the use of the present simple tense in writing because teacher D knew that she had a problem about grammar. In mid-term examination booklet, teacher D used the symbols to indicate the wrong sentences or the wrong words. Still, her methods were to give student 3 find the answers by herself. Absolutely, student 3 could not know some correct structures of grammar because it had to require teacher D's explanation. At least, in the wrong spelling student 3 could look up the words into the dictionary. If teacher D gave feedback to student 3 like this, student 3 could improve grammar a little.



Teacher Feedback to Student D 4

Journal 2 "What do you see in this game?"

Today is Wednesday. After I finish Business law I class, I come into the classroom which is S22. I see my English teacher of which the name is Anisara ^{standing} in front of the classroom. She wears a black coat and inside it has a violet dress. On her right hand, It has six bracelets which are four blacks and two violets. When the class begins 14:00 PM, teacher tells us about today's activity. It's a game! Many students are very happy. But when we see the game which shows on slide by powerpoint program in computer, We are struck! Because it consists of many blocks of word that is wrong ordered. Background of slide is white colour. In contrast, a question block has many colours such as yellow, pink, blue, black. So, teacher tells us about the game which is shown on slide such as the name of game which is Word Order, game's rule and how to play it. Method of playing, you must correct the sentence's order in your head or your note and raise your hand. First, you may ask the number of block. Secondly, you ask the correct sentence. For example, It has three blocks, first block is "you", second block is "I" and third block is "love". If you can get the answer, you'll raise your hand and say "two-three-one" and after that say "I love you". If it's correct, you will get a score. Who answers quickly and faster he will get a point

and will be the winner. Thus, teacher sets us for a "group" that has two members. My partner sits behind me. Her name is Mod. She has long brown hair and black eyes. When the word order game starts, suddenly Ping and I raise our hand and stand up together. We try to be the first to answer the question as if we are jangle. But I'm flustered. Accordingly, Ping answers faster than me and correctly. That makes her get the first score. Second question, Ping raises her hand again and answers the question very quickly. She get the second score again! And then teacher explains about sentence's form, grammar and others. It makes me understand in grammar better. Third question, Ping helps me to answers the question. But we are slower than Jack who wears red glasses. So, the third score was get. Another question, my classmate takes turn to answer. Someone has right answer while someone has wrong answer. When the last question which has the answer is "Both of us can speak English well", ^{is answered} It has a winner! The winner is "Jack and Dew". Teacher gives the reward to them. The reward is "Journal Topic". Jack and Dew give topic to us. Journal topic is "What do you see in this game?". After finished the game, I write in memo first that I see my classmate emotions from their face such as enthusiasm, happiness - from their smile : :))

Jiraporn

Your journal at the first half of the first page is ok.

However the rest seems to be a narrative. So please

write what you see....? next time

Have a nice weekend.

in your favorite place

your favorite place

your favorite place



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4. Interview between Teacher D and Student D 4

Teacher: What about your journal when you write?

Student : At first it is hard for me, and I think two pages is too much if you said the first week only one page is too much for me, and I write only half page; I will try to do much and now it is quite hard, I don't know how to write two full pages, but now I know to make a long sentence.

Teacher: You drag your sentence or you drag your grammar.

Student : At first I not correct tense but now when you tell me about you use only present. I will use it.

Teacher: What is your procedure when you write your journal?

Student : I think suddenly and I will give my Thai-English dictionary to search my vocabularies that I don't know and write it.

Teacher: Hm....Thank you.

Student : Thank you.



An Analysis of Teacher D's Written Feedback on Student D 4

- Teacher D just wrote the comments on student 4's writing after checking.

An Analysis of Teacher D's Verbal Feedback on Student D 4

- Teacher D asked student "what about your journal when you write?", and teacher D let student 4 tell about the procedure of writing journal.

Discussion of Journal Feedback

- Student 4 wrote the title that she wanted to describe, and student 4 could write two full pages as the criteria. Nevertheless, there was no grammatical mistake that teacher D corrected at all. Possibly, student 4 was not sure that all of the sentences were correct, and student 4 wanted to know the mistake or errors that she did to improve in next writing. When teacher D did not give the symbols on her journal, student 4 could not improve her writing, especially grammar. Nevertheless, after checking, teacher gave student 4 a short comment 'your journal at the first half of the first page is o.k. However, the rest seems to be a narrative. So please write what you see...?' this showed that teacher D wanted student 4 to try to control his text well, and teacher D emphasized 'write what you see...?'. However, when teacher D did not check her text carefully, student 4 could not learn grammar quickly and correctly.

Discussion of Verbal Feedback

Teacher D gave student 4 a chance to clarify the problem of writing journal; what student 4 answered was that at first for the first week it was hard for her to write for two pages. She just wrote only half page, but student 4 tried to write it much; it was quite hard. Importantly, she did not know how to write two full pages. However, now she could expand her writing more. This showed that student 4 practiced it and tried to make it longer. At first, student 4 did not know to choose the tense; now she had already known. This showed that student 4 followed in what teacher D suggested. Student 4's method was that she would give Thai – English dictionary to search her vocabularies when she did not know. Of course, this oral feedback made teacher D knew about her writing methods and knew that student 4 could improve writing English by expanding the text.



ASSUMPTION UNIVERSITY

SUBJECT Basic English BG0024 SEC. 805

NAME Tiraporn Fongfongkul CODE 5114301

DATE 16 / 07 / 08 ROOM 322

QUESTIONS	MARKS
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
TOTAL	<u>20/20</u>
MAXIMUM	<u>20</u>

Remarks :

1. Before anything else fill in the blanks above.
2. Students are strictly forbidden to take any booklet out of the exam-hall
3. Students must write on both sides of the paper.

INSTRUCTOR In a book of Muminu.
A good leader is Muminu
a bad leader is Marnting because he is
a greedy, selfish person.

Note :

A good leader

- Sharity
- Kindness
- responsible
- Honestly
- Justice
- Sincerity
- hard-working

Outline

Introduction : A good leader in my opinion is
sharity, kindness, responsible, honestly, sincerity, justice
and hard-working.

Body : Sharity - donate something to each other
- not selfish

kindness - helping each others
- not pride

Responsible : - when the bad thing was happened
a good leader should be respond
- do own work

Honestly - not corruption
- not fake

Justice - no support someone special.
- do the same thing to each other
no one extra.
- not greedy

Sincerity - not fake
- tell the truth thing

Hard-working - dedicate himself for each other
- develop own country be better
- do country's works

Conclusion : A person who is sharity, kindness,
responsible, honestly, sincerity, justice and
hard-working is a good leader in my opinion.

A good leader in my opinion should not be a good-looking person because good-looking can't develop the country and help people leaves better. So, in my opinion, a good leader should be a sharity, kindness, responsible, honestly, justice, sincerity and hard-working person because this qualities can make people in country be happy, correspond and leave better.

First quality is sharity. A good leader must have it. When another people met a bad event such as floods, landslide, hurricane, A good leader should be solve their problems and helping them such as donate clothes or money. For example, In the book of Mumimu, when another people work hard because of Marbling, Mumimu and Patmini were planned the way to get rid of Marbling. In my experience, A good leader in my opinion is His Majesty the king because when another people met floods. He will donate his money to them and find the way to solving this problem which is "Gamling" project.

Second quality is kindness. It means helping each other and not pride. For example, If you read a book of Mumimu, You can see that Patmini is very friendly and everybody loves her because she's not pride and she always helping each other.

Third quality is responsible when the problems were happened, A good leader must be respond it when it has a country's work, A good leader must

do it my himself. For example, Marbling who is a bad leader give his work to Nolochians do.

Fourth quality is honestly. A good leader must give a benefit to the country and do everything to make country and people's life better. He should be a corruption and say the truth thing that make each other knows. For example, In my experience, A bad leader was corruption by give a country's money to be own.

Fifth quality is justice, That means no one extra and everybody has the same right. A good leader can't buy by money. For example, In my experience, A good leader must judge by the truth things.

Sixth quality is hard-working. If a good leader is lazy, The country's work can't be finish. Moreover, Another people should be lazy too. So,

Discussion of Mid – Term Examination of Student 4

Additional feedbacks written on the examination booklet were:

- Teacher wrote the score **25/30**
- Teacher used **the circle, the underline, and the square** to check the mistakes.
- Teacher wrote - Another + Singular Noun
e.g. Another person

Discussion of Mid –Term Examination Feedback

Student 4 could not write two full pages; however, in essay there were a lot of grammatical mistakes that teacher D checked, and the symbols that teacher D used were the underline, the circle, the square, and a short comment. However, the feedback that teacher used was not clear because teacher D did not write or solve the wrong words or sentences. Of course, student 4 did not know the correct word; still, if it was the wrong spelling, student 4 could check it in the dictionary. Possibly, in some grammars student 4 still wanted teacher D to explain about what she wrote such as deleting some words, the part of speech etc. teacher D just used the signs ‘ A good leader must be respond it./ A good leader should be solve their problem.’ However, after checking, teacher D just explained about only sentence. That is, Another + Singular Noun = Another person. This was not enough to make student 4 understand grammar clearly from teacher D’s less feedback.

The Comparison between the Journal Feedback and the Mid – Term Examination Feedback

In journal, student 4 could write two full pages; however, there was no teacher feedback that teacher D gave about the grammatical mistakes. Teacher D just recommended student 4 to write it as the description writing. Surely, student 4 could not know which part she had to improve. In writing, student 4 knew that she did not write it 100% correctly; possibly, student 4 hoped teacher D to check or to explain about the wrong sentences; what student 4 wrote was an error or mistake and how teacher D corrected. In spoken feedback, teacher D knew that student 4 improved grammar more; at least, teacher D knew her methods to get rid of the difficulties in writing. That is, student 4 would look up the words into the Thai – English dictionary. In examination booklet, teacher D gave feedback on her text with many signs to

indicate the wrong words or sentences, but teacher D did not solve it; in contrast, teacher D let student 4 find the answer by herself. Surely, it was not possible that student 4 would be able to correct all correctly because some grammars were needed to explain. There were a lot of mistakes, but teacher D just explained about only point. Student 4 could not improve it well, and there were many lines left which student 4 omitted; on the other hand, she got the high score. This was negative feedback that teacher D should not have given.



Topic What do you see in favourite place?

I sit at Macdonald. I see officer, ^{They} put ^{wear} the red cap. In front of the cap has one letter is "M". It has yellow color. It shows on to the left of him and he puts grey shirt. At beside of me I see two women, the first ^{woman} she put pink shirt and she has a curly hair, the second ^{woman} she puts a grey shirt and grey trousers. At the back of them has one monster. It is fat and have orange curly hair, big head, big eyes, orange arms. Outside the glass has one molded figure. It put a yellow shirt in the top of the shirt has one letter is "M". It has red line. It ^{wears} the red shoes and have red hair. In front of it ^{there are} many cars, peoples, boxes of telephone. The telephone inside of the box has red color. At the top of the box of telephone has one noticeboard. It has grey background and at the middle of it has one word is "true" in has red color. I see one department store. It have many shop are Chester Grill, Hot pot, KFC, SCC, TOT. The sign of Chester Grill has red background and has yellow word is Chester Grill. The sign of Hot pot have white background, the word is "Hot" has green color and the word is "pot" has black color. They have black line circle. KFC has red sign, I see one old man in this sign, it has white color and the word is "KFC" has white color. The sign of SCC has red black ground and at the middle of this sign has one word is "SCC" it has white color. The sign of TOT has white color and has one word is TOT it has green color. The department store has orange color. It has six class at the top of it has a food court inside that have many people and have many food shop. The vicinity of the department store I see many shop, it shows many things are T-shirt, toys, food, VCD and picture. Beside of the department store ^{there are} has one post office. It has red color and grey color, the sign of it has a one paper fold to triangle. It have blue color and red color.

next to that sign has one word is "burnt" "me". It has white color and show on light. I see a pair of molded figure, the first model it have white skin and red curly hair. It is taller than the second model. At the face of it have black eyebrow, red mouth and red nose. It hold the hamburger on the right hand and put the yellow gloves. At the foot of it, put red boot and have yellow shoe laces. At the shirt of it have two color are red line and yellow shirt, to the left of it has one sign inside this sign has one letter is "M". It has yellow color and circle by circular it has red color. To the left hand of it, it hold the tray on the tray have four hamburger piece there have brown color. At the arm of it arrange colours alternately by two colors are red and white. The second model there is shorter than the first model and fatter than the first model. It has dark brown skin and put a black hat. At the face of it, it have black mouth, black mark and orange hair. At the shirt of it arrange colours alternately by two colors are black and white and there puts a red necktie. At the necktie of it there have many hamburger pattern. There put red shoe and red gloves. To the right hand of it will hold the hamburger on the black tray of the first model. To the left hand there puts a hamburger. I see many notices on the top of officer. The first picture have a paper glass of coke, red envelope of French-fry, a hamburger there have three layers at the first layer has sesame the second layer has a pork and the third layer has cheese it has yellow color and the notice has a yellow background. The second poster has red background there has one hamburger it has one layer at the bread on the top of has sesame and at the middle of hamburger have vegetable and pork. The third picture has one hamburger it has one layer at the middle of hamburger has fried egg with cheese beside of hamburger picture has a white envelope of fried chicken. The fourth picture have three paper glass of beverage. The fifth picture have three plastic tumbler inside that has an ice-cream.

Ecology

from your journal on the first line

isolated from *Microthrix* (they put the

↑ you see! not putting a comma
it must be a full stop.

I sit at M... . I see officers. They put,....

If you have any question please ask me in the class.

Arisc. 122

Good luck!

[illegible]

5. Interview between Teacher D and Student D 5

Teacher: How do you feel about your journal in our class?

Student : I think it has a good. When I write journal, I use the more time with that time I can review another subject, and it is good because I can improve my grammar.

Teacher: Do you think your grammar improve so far?

Student : Yes! I search at the book of grammar.

Teacher: What is the procedure when you write your journal?

Student : Depend that event because I will think the subject what I write.

Teacher: You don't brainstorm, you just write what you see, not write what you are going to do; you don't have any plan before?

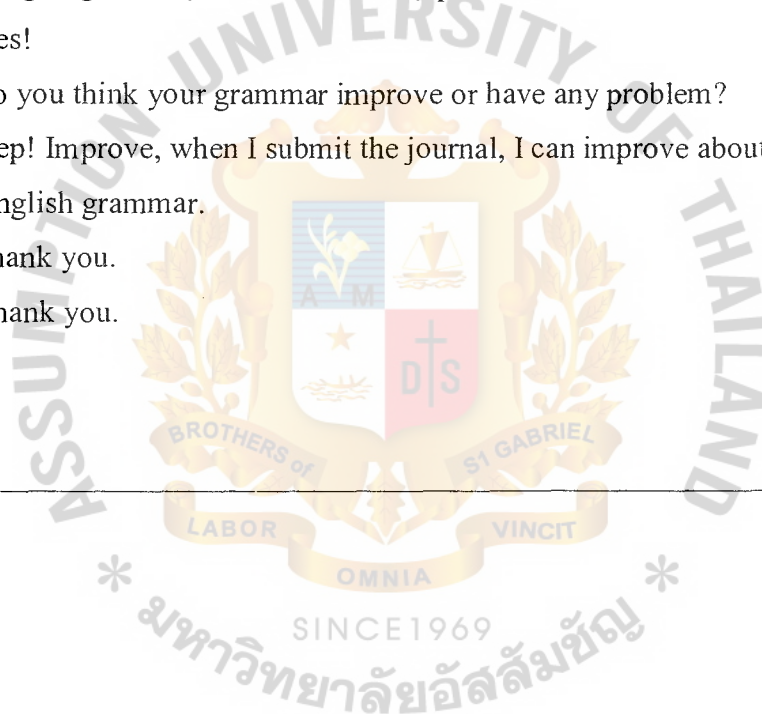
Student : Yes!

Teacher: Do you think your grammar improve or have any problem?

Student : Yep! Improve, when I submit the journal, I can improve about my English grammar.

Teacher: Thank you.

Student : Thank you.



An Analysis of Teacher D's Written Feedback on Student D 5

- Teacher wrote a full stop in the second sentence, and she rewrote "They" and "wear" in the third sentence.
- Teacher deleted and changed the word "I see two women, *the first woman* wears *a* pink shirt.. *the second woman* wears a grey shirt.....".
- Teacher rewrote the word in the sentence "In front of it, there are many cars, peoples, boxes of telephone.
- Teacher rewrote it in many points to give student five to write it with the capital letter after the full stop.
- Teacher wrote a short written commentary on the journal after checking

An Analysis of Teacher D's Verbal Feedback on Student D 5

- Teacher D asked student 5 about the feelings in writing journal, and student 5 was asked to tell about the procedure in writing. Moreover, teacher D asked student 5 "do you think your grammar improve or have any problem?" to know his understandings.

Discussion of Journal Feedback

- Student 5 could write two full pages, and in essay there were many mistakes about grammar use. In addition, what helped student 5 to understand about grammar more was teacher feedback. Teacher D used the symbols such deleting, inserting, rewriting, and suggesting about using the full stop in the sentence. Clearly, teacher D used clear feedback to make student 5 revise and understand more easily. Fore example,
- She puts a grey shirt = She wears a grey shirt. Teacher D rewrote it above. It was not wrong, but teacher D wanted to let him choose the suitable word. This would make student 5 observe, remember, and try to understand. After checking, teacher D suggested him about using the full stop. Thai is, in his writing he did not put it when he finished writing for many sentences.

Discussion of Verbal Feedback

From interview, teacher D gave student 5 to tell about the feeling and problem about writing journal. Importantly, student 5 showed his feelings and said about the procedure 'When I write journal, I use the more time with that time I can review another subject, and it is good because I can improve my grammar'. This made teacher D know that student 5 tried to write and to develop his writing. Then, student

5 described about the procedure. He thought that his grammar improved so far, and he would check it in the book of grammar. However, describing depended on that event and the subject that he would write. This indicated that student 5 paid attention to writing and tried to think it step by step to expand the sentences.





ASSUMPTION UNIVERSITY

SUBJECT B600 24 - Basic English - GSE SEC. 85

NAME Poonsoong Santitarnmanen CODE 5110009

DATE 16 July 2008 ROOM 512

QUESTIONS	MARKS
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
TOTAL	26/30
MAXIMUM	30

Remarks :

1. Before anything else fill in the blanks above.
2. Students are strictly forbidden to take any booklet out of the exam-hall
3. Students must write on both sides of the paper.

INSTRUCTOR

note

A good leader

A bad leader

- diligent

- selfish

- don't selfish

- lazy

- can accept different ideas

- corruption

ideas

outline

A good leader must have diligent, don't selfish, and can accept different ideas. A Bad leader must not have selfish, lazy, and corruption

A good leader

A bad leader

diligent: work hard for solve

selfish: don't find advantage

any problem which it

for your self and have

relat- to people

sincerity

don't selfish; want to work for

lazy: don't do anything and

people that you govern

find comfortable for your

don't find advantage

self

for your self.

can accept different don't fail the different corruption: find benefits
ideas ideas but can accept it anyway for your self
to develop and choose
it good or bad

A good leader who have diligent, don't selfish, and can accept
different ideas it makes you become a good leader.

A bad leader mustn't have selfish, lazy, and corruption who
have selfish, lazy, and corruption it make you have any problems
for long time.

A good leader

diligent, In the book of Mumimu Nonocnians when they
do anything they have unity for do it complete. For
example onece chapter tell about after they rid
the Marning off. Every people in Nonocni land have
unity for clean garbage which they shorts mud and
rotting fruit. They hard work for do it give it messy.
In real life if you hard work or have diligent
you can do anything it success. When you have
the diligent for review any subject for prepare
to take the examination you can do it good
and better than the last time. When you have
the assignment the that teacher assign to you
and you have diligent for do it already it make you can
don't selfish, In the book of Mumimu; Marning make
many rule for Nonocnians such as don't give any people
for play or use the lake in Nonocni lake which it
near the Marning palace. Who want to use it

must have the permission of Marnling. Every people in Nonocni land don't use the garden that near the palace of Marnling because Marnling like to peace and individual. Every rule that Marnling make it don't make for Nonocnian but make it for Marnling only. Patmini give to Nonocnians use lake and the garden because she think it public place. In real life when you study and your friends do not understand the knowledge you should give to advice to you friends don't keep it secret.

- can accept different ideas, Marnling don't care any ideas of Nonocnians which it make Nonocnians feel him in the future. If Marnling can accept the problem that Nonocnian tell him. It makes him a good leader and don't have any problem in the future. In real life when you cooperate to work with some people you should accept the good ideas for level your self.
- A bad leader

selfish, Marnling find to advantage by any ways which Nonocnians can not that benefits. Marnling get it only such as don't permit every people in Nonocnian to use the lake that near Marnling's palace and can not use the garden's Nonocnians. He makes it of him self. When you selfish about knowledge don't tell your friends it make you don't have friends in the future. lazy, Marnling likes to drink a red wine and rest at the Marnling's palace. He don't anything but selfish he order every assign to Nonocnian such as Nonocnians built the Marnling's palace but Marnling do not help Nonocnians for built the palace. In real life; when you lazy in the University it make you retry or you get the low mark for the examination.

corruption, Marnling find the benefit any ways such as cooperate to the guest's Marnling which replace find the benefit to Nonocnians. He like to keep the bad think to secret. In real life. The leader corruption it make every people have many problem about economy.

Be careful about - wrong spelling

e.g. your self

sincerity

- Singular / Plural Pronouns

e.g. every people

↳ it must be sing n.

many problem

↳ it must add - s

Alisaan

Discussion of Mid – Term Examination of Student 5

Additional feedbacks written on the examination booklet were:

- Teacher wrote the score 26/30
- Teacher used the square to indicate the grammatical mistakes for a lot of points
- Teacher wrote -**Be careful about - wrong spelling**

e.g. your self

sicerity

- Singular / Plural Pronouns

e.g. every people

many problem
↑
it must be Sing N.
↑
it must add -s

Discussion of Mid – Term Examination Feedback

Student 5 almost wrote two pages; in addition, there were grammatical mistakes on his. Nevertheless, teacher D gave a lot of the square as the sign to indicate the wrong words. This was good that teacher D gave her feedbacks; in contrast, student 5 did not know how to revise. From the comments, teacher D just showed a few samples to explain. Teacher D did not insert, delete, rewrite, crossing etc to know the right words or sentences to improve or to apply for it. That is, student 5 had to find them by herself. This could not make student 5 develop correctly. However, there were just a few samples that teacher wrote after checking. These were rather clear; for instance, wrong spelling = your self / sicerity or using Singular / plural noun

e.g. every people

many problem
↑
it must be Sing N.
↑
it must add -s

Teacher D gave student 5 to find the answers by herself. When teacher D did not emphasized the correct words, it would not motivate student 5 to improve more.

The Comparison between the Journal Feedback and the Mid – Term Examination Feedback

In journal, feedback that teacher D gave was obvious and easy to understand; for example, in the sentence teacher D would delete the wrong words, rewrite the correct words, or insert the new words etc. this feedback would emphasize about the correct words to improve it more easily. In oral feedback, teacher D knew that student 5 developed his writing more with expanding the text, and student tried to write two full pages. In examination booklet, student 5 could think and write two full pages. Importantly, student 5 mad a lot of grammatical mistakes, but they were the same mistakes repeatedly; using singular and plural noun, many wrong spelling. Although teacher D would explain about it with the short sample, in essay teacher D did not solve it directly; that is, student 5 had to find the answers by himself. However, mostly student 5 made the mistakes about spelling. This might be due to the time limit to revise them. This indicated that the feedback that teacher D used was not clear to student 5 to improve his grammar writing.

