

A CASE STUDY OF THE INFLUENCE OF FREEWRITING ON WRITING FLUENCY AND CONFIDENCE OF EFL COLLEGE-LEVEL STUDENTS

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ABSTRACT

Freewriting was one of the popular methods used during the late 1960s and early 1970s (Fox & Suhor, 1986) to improve writing fluency. Compared to the numerous studies done on freewriting in English as an L1 using quantitative approaches (Adams, 1971; Davis, 1979; Ganong, 1975; Gauntlett, 1978; Walker 1974; Wienke 1981), few studies have been done in ESL or EFL contexts (Brière, 1966; Cheshire, 1982; Potter 2008). Thus, examining the influence of freewriting on writing fluency in ESL or EFL contexts is required to examine how it can benefit learners in EAP contexts.

This case study investigates three areas of importance to the field of L2 writing: (a) to examine the influence of practicing guided freewriting on EFL college-level students' writing fluency; (b) to observe if there are any fluency benefits of practicing guided freewriting that transfer to writing fluency in general; and (c) to illustrate how practicing guided freewriting helps improve students' confidence in English writing.

During the study, a total 208 guided freewriting samples written by eight EFL college-level students over eight weeks were analyzed in terms of fluency by words per minute in order to measure writing fluency, and the results were analyzed using a repeated-measures one-way ANOVA. Students' pretest and posttest writings were then compared in terms of fluency (words per minute) by conducting paired-samples *t*-tests, and the same pretest and posttest writings were also rated for quality so as to observe whether the fluency benefits of freewriting were transferred to new writing done in this EAP context, where the pressure of feedback and grading typically exist. Finally, the results of a survey were analyzed using descriptive statistics to investigate how students perceive freewriting in terms of increasing their confidence in their English writing.

The results showed that practicing guided freewriting for eight weeks had a statistically significant influence on improving the students' writing fluency. Moreover, it was found that the increased writing fluency might have been transferred to other writing done in this EAP context, where students have more pressure to write due to feedback or grading. Finally, most of the students agreed that practicing guided freewriting had a positive effect on their confidence in English writing.

The results of the study highlight the importance of focusing on English writing fluency rather than giving central attention solely to grammatical accuracy in ESL or EFL classes.

INTRODUCTION

Debates on what should be the primary focus of writing classes between quantity and quality show how hot an issue it has been among scholars and educators. In this study, among the various methods focusing on writing fluency, freewriting was practiced in an English for Academic Purpose (EPA) class. One of the strong reasons that I decided to do freewriting in my class was that the previous instructors had earnestly recommended that I do so. These instructors had experience teaching the same writing course at the same university. I did not question how relevant or effective it would be because of my trust to those instructors' support for freewriting. Honestly, I was not in favor of freewriting when I heard about the concept for the first time. Being so used to having or to giving feedback on writing which focused on grammatical accuracy, the overall quality of writing was always the first aspect to consider in my experiences and my classes. Fluency, on the other hand, was considered one of the byproducts of constant writing practice.

After a few weeks of doing freewriting in the class where I was an instructor, I was able to see an increase in my students' writing in terms of fluency, the quantity of writing. Toward the end of the class, my opinion on freewriting changed dramatically from my initial one. The increase in the students' writing fluency and their improved confidence in writing inspired me to do the present case study in which both increases are analyzed descriptively and in depth. The experience and the existing literature on freewriting convinced me of the usefulness of freewriting not only in writing classes but also in other language classes such as reading or speaking classes.

A few studies have been conducted on second or foreign language (L2) writing fluency (Brière, 1966; Casanave, 1994; Cheshire, 1982; Ishikawa, 1995; Oh, 2006; Potter, 2008). Compared to these L2 fluency studies and to the many studies on freewriting in English as a first language (L1) with a quantitative approach (Adams, 1971; Alloway, et al, 1979; Davis, 1979; Ganong, 1975; Gauntlett, 1978; Olson & DiStefano, 1980; Wagner, Zelman, & Malone-Trout, 1981; Walker 1974; Wienke 1981; Witte & Faigley, 1981), there is little research done on freewriting in English as a second language (ESL) or English as a foreign language (EFL), except for Cheshire (1982) and Potter (2008), especially after excluding research (Lim, 1982,

1983) that defines freewriting differently from the present study. In Lim's two studies, freewriting was graded which was not the case in the present study. Thus, the present study was conducted to reduce the gap between research on freewriting in L1 and L2 situations so that the influence of freewriting on writing fluency in ESL or EFL contexts can be examined. It also invites teachers in ESL or EFL contexts, many of whom place great emphasis on grammatical accuracy in their classroom teaching, to re-recognize how writing fluency can be improved by freewriting. Finally, the study also shows how students' affect, particularly confidence, can benefit from freewriting.

Freewriting

According to Elbow and Belanoff (2000), freewriting is defined as writing any ideas or thoughts that come to mind in a given time period without stopping. Freewriting in the L1 was one of the popular methods used during late 1960s and early 1970s as a way of discovering new English instruction during the neoprogressive movement, which began by opposing the teacher-centered traditional instruction which paid little attention to creativeness (Fox & Suhor, 1986). However, according to Fox and Suhor (1986), its popularity withered in the mid 1970s as the back-to-basics movement began because the advocates of this movement considered the English instructional methods used during the neoprogressive movement period, including freewriting, as shallow and permissive instruction with no discipline. Discussion on freewriting in other studies (Rodrigue, 1985; see also Piltch, 1979, and Shelis, 1975, both cited in Fox & Suhor, 1986), showed such criticisms toward freewriting. In spite of the criticism, many studies, including writing projects, have been done on freewriting in the L1 since the neoprogressive movement period (Adams, 1971; Alloway, et al, 1979; Arthur, 1981; Cheshire, 1991; Davis, 1979; Elbow, 1989; Fontaine; 1991; Ganong, 1975; Gauntlett, 1978; Hammond, 1991; Lannin, 2007; Mullin, 1991; Olson and DiStefano, 1980; Wagner, Zemelman, & Malone-Trout, 1981; Walker 1974; Wienke 1981; Witte & Faigley, 1981; Pennebaker, 1991). Reynold (1984) commented that freewriting “survived both its own period and the subsequent back-to-the basics backlash of the 1970s” (1984, p. 81). His remark explains this phenomenon of researchers' ongoing interest in freewriting in L1 writing instruction.

The general characteristics of freewriting can vary depending on context such as changing

the amount of time allowed or giving a specific topic (Fontaine, 1991). If there is no specified topic for the writing, it is called unguided (self-sponsored) freewriting whereas guided (teacher-sponsored or focused) freewriting happens when a topic is given (Elbow, 1998b; Elbow & Belanoff, 2000; Fontaine, 1991; Lannin, 2007). Elbow (1998b) who is a proponent of freewriting argued that students should not stop writing while doing freewriting because “the main thing about freewriting is that it is *nonediting*” (p. 6, italics in the original). These rules to keep writing and not edit make it possible for students to increase writing fluency by producing text from their stream of consciousness without being distracted by already produced text (Elbow, 1998a). Some researchers like Polio (2001) are concerned that focusing on fluency might have a negative impact on writing quality; however, the quality of writing is not considered an issue in freewriting. Elbow (1998b) claims that what is accomplished through practicing freewriting is “separating the producing process from the revising process” (p. 14).

According to researchers who favor freewriting, both unguided and guided freewriting have more benefits than just increasing writing fluency and making a habit of *nonediting* while writing. After analyzing over two hundred ten-minute unguided freewriting samples gathered during two years of teaching, Hilgers (1980) reported that practicing unguided freewriting led his students to experience a bottom-up process which meant that students began to distance themselves from their individual experiences to more general, abstract state which is eventually required in academic writing. Moreover, Fontaine (1991) mentioned in her study that unguided freewriting gave students the opportunity to “make meaning with language” (p. 13) by letting them write about what they were interested in. This process helped students organize and classify what they observed, and more importantly, they began to form much concrete self-concept by practicing freewriting. Fontaine (1991) defined self-concept as “a sense of who they are, of what they value, and of the bases on which they determine these values” (p. 13).

While the main benefits of unguided freewriting are considered to be increasing writing fluency and finding self-concept, guided freewriting is useful for getting started on the actual writing itself which is considered to be one of the most difficult parts of the writing process (Elbow & Belanoff, 2000). According to Hammond (1991), who used guided freewriting to promote students’ critical thinking, students were able to have deeper insights on given topics with the help of guided freewriting because it let them to think inductively instead of jumping to

hasty conclusions. He claimed that guided freewriting helped students identify all of the available arguments or points of views and then make conclusions from first thoughts toward new insights. Furthermore, he asserted that nonjudgmental feedback such as sharing the writing or having discussions helped students to strengthen their thoughts and yielded further insights.

Fluency

According to Brière (1966), a hot issue in teaching English writing as a second language in 1960s was whether to focus on quantity or quality. Brière (1966) states that Pincas (1962) was on one end of “quality before quantity” (p. 142) and Erasmus (1960) was on the other end which suggested “quantity before quality” (p. 142), especially at the beginning stages of learning how to write. In his study, Brière (1966) simplified the definition of quantity as “the total number of words or sentences written about a subject within a given period time” and quality as “grammatically correct, coherent and interesting development of a theme or idea” (p. 142).

However, the overly simplified fluency definition by Brière (1966) is insufficient to illustrate the whole concept of fluency used by other researchers. According to Brand and Brand (2006), the general meaning of fluency is defined as completing an activity or a task effortlessly so that students complete activities or tasks “automatically, fluidly, rapidly, quickly, and accurately” (p. 2). Other researchers described fluency by using similar terms such as effortless, without hesitation, fearless in making mistakes, expressing ideas lucidly, etc. (Brand & Brand, 2006; Casanave, 2004; MacGowan-Gilhooly, 1991). In terms of writing fluency, Lannin (2007) stated that some researchers defined writing fluency as “cohesiveness and coherence of ideas in the writing, aided by syntactic structures that enable a reader to easily move thorough the text” (p. 4). However, this definition is not appropriate for the purpose of freewriting because freewriting is usually considered as “private” writing (Elbow & Belanoff, 2000). Freewriting is more related to fluency which is related to the term *flow*, meaning that writers forget the time and space in which they are in due to concentrating in writing. DeSalvo (1990) described this phenomenon in ‘Flow Theory’. Moreover, Casanave (2004) stated in her book that writing fluency is related to “writers’ ability to produce a lot of language (or to read) without excessive hesitations, blocks, and interruptions” (p. 67) which best suits the present study.

The Increase of Students' Confidence in Writing

Cheng (2004) defines second language (L2) writing anxiety as “a relatively stable anxiety disposition associated with L2 writing, which involves a variety of dysfunctional thoughts, increased physiological arousal, and maladaptive behavior” (p. 319). This characterization describes precisely how L2 writers feel when they write, and it can also be inferred from this definition that anxiety associated with writing influences L2 writers' confidence in writing.

According to MacGowan-Gilhooly (1991), when fluency was emphasized before accuracy in classes, an increase in students' confidence was most noticeable among the affective consequences; moreover, teachers were able to observe a decrease in students' fear of writing, especially for low-level students. It was not only MacGowan-Gilhooly and the teachers who were able to perceive the change in the students, but also the students themselves felt their increased confidence due to the improved fluency in their writing. Eventually, it led them to generate and develop more thoughts and ideas as compared to before when grammatical accuracy was the main concern.

Casanave (2004), who is another researcher researching L2 writing fluency, mentioned that focusing on writing fluency tends to help students explore more in their writing without worrying about grammatical accuracy or pressure from writing classes, e.g., grammar errors or grades. In another study (Casanave, 1995), which focuses on the benefit of using journal writing activities in EFL college-level classes, she argued that students tend to try out more of their ideas in the “risk-free environment.” Vanett and Jurich (1990) also found similar findings related to students' change in approach to writing activities when they are in an environment where making mistakes was considered trivial.

In his earlier study, Fulwiler (1987) also illustrated the similar effects of “non-threatening environment” of journal writing in an elementary-school-level participant whose L1 was English. He witnessed attitudinal changes in the participant Megan, his daughter, as she kept writing a journal. Fulwiler claimed that keeping a journal regularly freed his daughter from the fear of making mistakes, allowing her to play with her thoughts and language. Reflecting on her experience of writing journals, Megan (Fulwiler, M., 1987) who still kept the habit of writing journals, agreed with her father's assertion that it made her feel comfortable with writing.

Unlike Casanave (1994, 1995) and Fulwiler (1987) who did research on how writing journals

influences writers' confidence in their writing, Sandler (1987) practiced both journal writing and guided freewriting in all levels of her French as a foreign language classes. She found that these two kinds of writing helped her students overcome constraints such as worrying about writing in "the right way" and approach their ideas freely with improved confidence in L2 writing.

As these journal writing examples show, one of the biggest concerns in practicing freewriting is also on writing fluency. This focus on fluency in freewriting makes it possible to help students circumvent the anxiety-related dangers associated with error correction, since it withholds feedback of any kind. It lets students generate ideas or thoughts fearlessly and then edit afterwards which is related to one of the goals of freewriting, separating the writing process from editing (Cheshire, 1982, 1991; Elbow, 1989, 1998a, 1998b). Both Cheshire (1982, 1991) and Hyland (1998), for example, found that their students who worried about grammatical errors had writing anxiety or less confidence in writing. The participant in Cheshire (1991) overcame anxiety by practicing freewriting which allowed her to use a write first and edit later approach; however, another participant in Hyland (1998) lost confidence compared to the beginning of the class due to her teacher's feedback which did not praise her relatively good grammar. As shown in this example, feedback on writing can cause unexpected results; moreover, the affect of feedback in students' writing development is not clearly understood yet (Hyland, 1998).

However, decreasing students' confidence in writing by feedback is not a concern in practicing freewriting because it does not involve any kind of feedback. The goal of freewriting shows that its focus is on making a habit of not editing while writing (Casanave 1995; Elbow, 1998b; Fulwiler, 1987; Sandler, 1987; Vanett & Jurich, 1990). Moreover, as Elbow (1989) insisted, a *sociable* aspect of freewriting helps students to increase their confidence in writing by seeing other people doing freewriting in the same place such as class or in a workshop. It can trigger people to write fluently by having the feeling that they can also write down their ideas if other people can do so without any difficulties which is also related to confidence.

THE STUDY

In the present study I address the following three research questions:

RQ 1. Does practicing guided freewriting help increase EFL college-level students' writing

fluency?

- RQ 2. To what extent do any fluency benefits observed from the freewriting practice transfer to new writing done under exam conditions typical of this EAP context? Specifically, will essay writing done under exam conditions at the beginning and the end of the summer course show (a) an increase in fluency, (b) an increase in writing quality, or (c) both?
- RQ 3. What differences appear in the students' writing confidence after practicing guided freewriting for eight weeks, if any?

METHODS

Why case study?

Many studies have been conducted on students' writing fluency or on freewriting using quantitative approaches (e.g. Adams, 1971; Alloway, et al, 1979; Briere, 1966; Casanave, 1994; Cheshier, 1982; Davis, 1979; Ganong, 1975; Gauntlett, 1978; Homburg, 1984; Ishikawa, 1995; Larsen-Freeman 1978, 1983, Larsen-Freeman & Strom 1977; Mullin, 1991; Oh, 2006; Olson & DiStefano, 1980; Potter, 2008; Tedick, 1990; Wagner, Zelman, & Malone-Trout, 1981; Walker 1974; Wienke 1981; Witte & Faigley, 1981), qualitative approaches (e.g., Cheshier, 1991; Elbow 1989; Hammond, 1991; Lannin, 2007) or mixed methods approaches (e.g., MacGowan-Gilhooly, 1991). Among the various approaches available for doing the present research, the case study approach was chosen because the small number of students made it impossible to generalize findings, but also made it possible to give more attention to individual students so that each student's development could be observed closely. Furthermore, the students had the same amount of time spent on other intensive English classes such as oral fluency and reading classes from which they could have received some influence on their English improvement. Although I cannot argue that the students' improvement in writing fluency was mainly due to freewriting, it is still worthwhile to research how freewriting influenced the students' English writing fluency and their confidence in English writing.

Participants

The participants were eight female freshmen college-level students with Thai as their first

language, enrolled in an eight-week intensive English academic writing class which was the highest level where I was the instructor. All of the participants majored in business in one of the universities located in the northeastern part of Thailand.

A total of nine students who were in the class agreed to sign the consent form for the present study (see Appendix A for the translation of the consent form in English and Appendix B for the actual consent form in Thai that the participants signed). Nevertheless, one of the students was not included in the present study because she had been initially misplaced into a different writing level and joined the class on week 2. Rather than including her incomplete set of data into the analyses, all of her data were withdrawn from the study.

The ninety-minute long class met five days a week during the eight-week program. The ultimate goal of the class was teaching students how to write five paragraph essays which have an introduction, a body with three paragraphs, and a conclusion. Moreover, the construction of a paragraph which includes topic sentence, supporting sentence, and concluding sentence was also taught. Besides the construction of an essay and a paragraph, a general writing process including brainstorming, outlining, writing first drafts, giving peer feedback, editing for a final draft, etc. was also taught in the class. Although I initially did not plan to give grammar instruction, due to the students' needs and requests, about one third of the lecture was on grammar. Additionally, grammar feedback on the students' regular writing was also given.

The students had a diagnostic placement test at the beginning of the eight-week summer course, which involved writing an essay for thirty minutes on a topic that they chose from a list of three: "Write about your family," "Write about your hobby," and "Write about your best friend." These tests were scored using a holistic approach by four raters, three of whom were instructors of sophomore English academic writing classes, and the other instructor was one of the freshman English academic writing instructors. Half of the raters were native speakers, and the other half were speakers of Korean and Japanese. At the end of the summer course, the students were asked to take a similar writing test. This time the test was also to be done in 30 minutes and with a choice of similar topics but was used to assess achievement at the end of the course. For the purposes of the present study, these two tests were considered as pretest and posttest, and both sets were analyzed for fluency (measured in words per minute) and rated for quality by another rater and myself in order to compare results at the beginning and end of the

course and to address Research Question 2, which asked whether the students' writing would improved in general in this EAP context, where pressure exists because of feedback and grading.

Procedure for the Guided Freewriting Practice

On the first day of instruction, the students received detailed explanations as to what guided freewriting is, how they should do it, and also why it is beneficial for them to improve their English writing skills, including writing fluency. Moreover, the students were told that each freewriting would not be graded nor counted toward their final grade. On the same day, the students were given ten minutes to do freewriting on a given topic, which was for them to introduce themselves. The students requested more time after the first freewriting so from the second freewriting they were given fifteen minutes. On the second day of instruction, a needs analysis survey for the overall class instruction was given to the students which also asked what topics they were interested in. This question was included to make the practice of freewriting more meaningful to them. Most of the suggestions served as freewriting topics that were given every week. The topics are all shown in Appendix C. It should be noted that from the third day of week 6 to the third day of week 7, pictures rather than stated topics were given to the students to describe or make stories based on the pictures. Throughout the freewriting sessions over the eight weeks, no feedback was given either on grammar or content; however, sometimes the class had a small conversation about the topic after the freewriting.

To quantify the student's writing fluency, which is operationalized as the increase of written words in a given time period, words per minute (WPM) was employed. According to Wolfe-Quintero, Inagaki, and Kim (1998) and Polio (2001), WPM was commonly applied for L2 oral fluency (e.g., Lennon, 1990). An additional reason for my decision to use this unit of measurement is that while the first freewriting session was done within ten minutes, the rest of the sessions were given fifteen minutes. This time difference made it irrelevant to use a total number of words (NW) because discarding the first data set due to the length of time cannot give an accurate picture of the increase of the students' writing fluency and the influence of freewriting. Moreover, Arthur (1979 cited in Wolfe-Quintero et al, 1998), Oh (2006), and Potter (2008) found that WPM can demonstrate changes in L2 writing fluency.

In the current study, words with dashes or apostrophes were counted as one word, and

numbers, names, and emotional icons (e.g., ^o^ for smiley face) were also counted as one word because such emotional icons were also used to express the students' feelings related to their written work.

Data and Analysis

Three different types of data were collected for each research question.

RQ 1. Does practicing guided freewriting help increase EFL college-level students' writing fluency? In order to answer this research question, 214 guided freewriting samples on twenty-eight different topics (see Appendix C for these topics and see Appendix D for freewriting samples from student 8) from twenty-nine practice sessions were collected. Each student's samples were measured using WPM, and then the individual samples were divided into four two-week periods of time (e.g., weeks 1 and 2 as the first time period). After that, the means for the four periods of time were compared with descriptive statistics and one-way repeated measures ANOVA calculated in SPSS (version 13.0).

RQ 2. To what extent do any fluency benefits observed from the freewriting practice transfer to new writing done under exam conditions typical of this EAP context? Specifically, will essay writing done under exam conditions at the beginning and the end of the summer course show (a) an increase in fluency, (b) an increase in writing quality, or (c) both? The second type of data collected, in response to the second research question, were the sets of pretests and posttests written by the students (see Appendix E for sample writings). For the analysis, one student's data had to be withdrawn because her pretest was missing, leaving a total of seven sets available. As mentioned earlier, a pretest was done as a diagnostic placement test and an achievement test was taken as a posttest. Thirty minutes were given for each test and the students were able to choose a topic from among three given topics. The topics for the pretest and posttest were not exactly the same. Two topics were the same on both tests ("Write about your family" and "Write about your best friend"). However, a third different topic was given for the pretest ("Write about your hobby") and for the posttest ("Write about your hometown"). Having exactly the same topics for both pretest and posttest would have been desirable. However, the students already had the experience of writing on similar topics in class so the change probably did not make any difference to the students. Besides, four out of the seven students

chose different topics for each test which also shows the possibilities of having no significantly different results by giving exactly the same topics. Both tests were rated by using an analytic rubric (see Appendix H) to compare differences in writing quality. To increase the validity of the rating results a second rater and I scored the tests. The results of all tests were analyzed by calculating descriptive statistics and paired-samples *t*-tests using SPSS. The reason for including these test in the present study was so that I could examine whether any benefits from practicing freewriting would transfer into students' writing fluency and writing quality when they were writing in this EAP context under exam conditions, which is different from their regular practicing environment because students took the test under pressure due to the fact that they received feedback and grades on the tests.

RQ 3. What differences appear in the students' writing confidence after practicing guided freewriting for eight weeks, if any? The last type of I collected was a survey on freewriting which was adapted from Nunan and Lamb (1996) and Potter (2008) to address RQ 3. It was carried out on the first day of week 7 to obtain the students' opinions on freewriting by using a four-point Likert scale. As shown in the Appendix F, I also asked about the students' experiences of freewriting in either Thai or English. The survey was done in class so that students could ask questions whenever they wanted to clarify the questions on the survey. The results of the survey were analyzed using descriptive statistics.

RESULTS AND DISCUSSION

RQ 1. Fluency Changes Over 8 Weeks in the Freewriting Samples

The means for each student's four time periods (each period consists of two weeks) were based on WPM after analyzing each student's WPM (see Appendix F for each student's writing fluency development illustrated in bar graphs). When the students missed a class, the WPM for that session was not counted instead of calculating it as zero because it is unreasonable that their writing fluency would suddenly decrease to zero.

As described in Table 1, the results for descriptive statistics show that the students' overall English writing fluency increased linearly from time period 1 to time period 4. The mean WPM increased as the students practiced guided freewriting. Compared to time period 1 ($M = 6.35$), the

last two weeks, which is time period 4 ($M = 10.21$) increased by 3.86 WPM. Furthermore, the standard deviation of time period 1 ($SD = 1.09$) has the smallest value which means that the students who were placed in the class had similar levels of writing fluency at the beginning of the instruction period. However, toward the end of the instruction period, the students' writing fluencies show wider differences, particularly at time period 3 ($SD = 2.25$). The SD value of time period 4 ($SD = 1.78$) decreased again compared to time period 3. Such results might be due to the new type of freewriting topic which asked the students to describe or create a story from a picture starting on the third day of week 6 to the third day of week 7.

Table 1
Descriptive Statistics for the Increase of Writing Fluency in Guided Freewriting Samples of Eight Weeks

Time Period	<i>N</i>	<i>M</i>	<i>SD</i>	MIN	MAX
Period 1 (Week 1 & Week 2)	8	6.35	1.09	4.59	7.69
Period 2 (Week 3 & Week 4)	8	8.38	1.61	5.57	10.60
Period 3 (Week 5 & Week 6)	8	9.78	2.25	7.46	14.25
Period 4 (Week 7 & Week 8)	8	10.22	1.78	8.31	13.12

Table 2 indicates the results of the within-subject contrasts of paired time periods. The alpha level was adjusted to 0.0125 because I was performing multiple comparisons on the same data. Over the first two time periods, students showed a statistically significant increase in their English writing fluency during freewriting practice ($p = .00$, partial $\eta^2 = .88$); however, the comparisons between time periods 2 and 3 ($p = .02$, partial $\eta^2 = .54$) and between time periods 3 and 4 ($p = .35$, partial $\eta^2 = .13$) show different results. Although the test of within-subjects contrast indicates that the students' English writing fluency did not increase significantly, Figure 1 shows that if the fluency increased dramatically during time periods 1 and 2, it increased gradually during time periods 3 and 4 compared to the first two time periods, and lastly it steadily increased during the last two time periods. Thus, answer to the first research question is positive: practicing guided freewriting helps EFL college-level students increase their writing fluency.

Table 2
Test of Within-Subjects Contrasts for the Increase of Writing fluency in Guided Freewriting Samples of Eight Weeks

Contrast between Time Periods	<i>df</i>	<i>F</i>	<i>Partial η²</i>	<i>p</i>
Period 1 vs. Period 2	1	52.70	.88	.00
Period 2 vs. Period 3	1	8.22	.54	.02
Period 3 vs. Period 4	1	1.01	.13	.35

Note: Significant at the $p < .0125$ level.

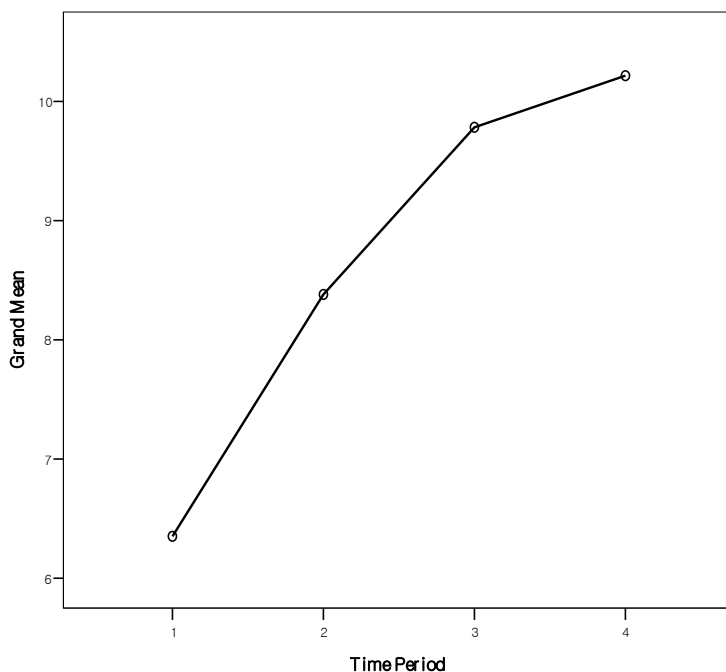


Figure 1. The increase of the students' writing fluency during the eight-week practice

RQ 2. Pretest and Posttest Comparisons of Fluency and Writing Quality

Some studies (Cheshire, 1982, 1991; Hyland, 1998; MacGowan-Gilhooly, 1991) show that writing anxiety can lead to smaller amounts of writing, especially due to pressure from things such as feedback or grading. Moreover, these studies have indicated that students' writing confidence increased as their anxiety decreased when writing fluency was focused on rather than accuracy. Therefore, although there are many variables preventing the present study from claiming that freewriting had an impact on writing fluency in EAP contexts, e.g., the writing

class itself, influence from other English classes, I was curious to see if there are any differences in pretest and posttest in terms of the students' writing fluency and writing quality. The results of the distributed survey in the class, which will be discussed in the next section, enhanced this curiosity because it showed that most of the students' confidence in English writing increased by practicing guided freewriting. Therefore, paired-samples *t*-tests were conducted to compare the pretest and posttest survey results, as shown in Table 3. The results of the pairwise comparisons for the pretest and posttest results were statistically significant ($t = 7.01, p < .00$, Cohen's $d = 2.68$), and the mean difference in writing fluency between the two tests was 3.46 WPM with the 95 % confidence intervals of 2.25 and 4.66.

In addition, both tests were rated using a rubric adapted from Weir (1990, See Appendix H) for analytic scoring to investigate if and how their writing quality changed. The results are shown in Table 4. Another rater, who was trained by me, was included to enhance the validity of scoring. The rater was asked to help because she also had experience in teaching the same level writing class at the same university during the previous year. The results of both ratings were similar because, besides the training, she was already familiar with the rubric since she also used it in her class. The pretests and posttests, however, were not blind-rated for quality; therefore, some might argue that it is difficult to ignore the possibility that the additional rater and I rated the posttest more favorably because we knew it was the posttest. Nonetheless, even if it had been blind-rated in terms of the students' name and the time each test had been written, in terms of pretest or posttest, it would have been inevitable for me to notice whose writing they were and when they were written. Having few students in the class allowed me to recognize their handwriting. Moreover, according to the second rater, it was obvious to her which were the pretests and posttests because the posttests followed the form of a five paragraph essay which the students learned in the class. Thus, although some might point out that the rating was done without being blind, true blind ratings were impossible for either rater.

It was found that every student's English writing fluency increased in the posttest which was done after the eight weeks of practicing guided freewriting; furthermore all the students' test scores increased. Of course, it is very dangerous to conclude that their writing fluency and especially their test scores were increased solely by practicing guided freewriting because of all the various variables discussed above; however, what I want to argue is that practicing guided

freewriting might be one of the factors that influenced the increase of writing fluency.

Table 3
Paired Samples Test for the Increase of Writing Fluency in Pretest & Posttest After Practicing Guided Freewriting for Eight Weeks

Test	<i>N</i>	<i>M</i>	<i>SD</i>	MIN	MAX	Cohen's <i>d</i>	<i>p</i>
Pretest	7	4.82	1.46	3.13	7.33	2.68	0.00
Posttest	7	8.28	1.09	6.83	10.30	2.68	0.00

Note: Significant at the $p < .05$ level.

Table 4
Descriptive Statistics for the Pretest & Posttest Rating Compared to Each Student's WPM of Their Tests

Student	Pretest		Posttest		Posttest– Pretest Difference	
	Quality Score	Quantity WPM	Quality Score	Quantity WPM	Quality Score	Quantity WPM
Student 1	27.5	5.47	35.5	10.30	8.0	4.83
Student 2	26.0	4.07	37.5	7.50	11.5	3.43
Student 3	23.0	3.77	35.0	6.83	12.0	3.06
Student 4	22.5	3.13	31.5	8.10	9.0	4.97
Student 5	29.5	7.33	38.5	8.80	9.0	1.47
Student 6	27.0	4.13	36.5	8.30	9.5	4.17
Student 7	24.5	5.87	34.0	8.13	9.5	2.26

Note: Each student's test scores are the mean of the scores they received from the two raters.

Survey on freewriting. According to a survey (see Appendix F) done in the class, two students had previous experience doing freewriting in English before (for one or two months), and six students had had experience doing freewriting in their native language, Thai (for a week to six months). To measure the students' opinions on freewriting, the survey had a total of eleven items. They are listed in the Table 5, which shows that the students liked practicing guided freewriting, and also that they thought it helped improve their English writing fluency. Unlike my expectations, the item "Increases confidence in English writing" ranked eighth out of eleven items, even though its mean is still high ($M = 3.25$ out of 4). Its standard deviation ($SD = .71$) has the second widest value which means the students' opinion on this item had more variation than their answers to other items.

When the "Increases confidence in English writing" item was checked alone, half of the

students gave it four points which means that they thought guided freewriting greatly helped increase their confidence in English writing. Another three out of the eight students checked three points which means that freewriting helped them to increase their confidence in English writing. On the other hand, one student (student 8) gave two points for the item.

To get more information about student 8, I rechecked the survey results. I discovered upon closer inspection that on the distributed survey sheet, student 8 had checked by the value of 3 at first but crossed it out, and then checked 2. This might be because she also selected 2 for the item “Easy” which means that freewriting was difficult for her; however, her writing fluency was almost unparalleled when compared to other classmates as shown in the Figure 2 where she is Student 8 in the black graph bars ($M = 11.49$, $MIN = 3.27$, $MAX = 18.67$, also see Appendix D for her freewriting samples and see student 8 in Appendix G for her writing fluency development). In light of this, I carefully considered the possibility that this student had the wrong perception of her writing proficiency because she mostly checked 3 for other items in the survey and chose the highest for “Like,” “Meaningful,” and “Improves fluency” items which showed her positive attitude toward freewriting. She might be dissatisfied with her writing skills although she was doing well in the class so that she felt freewriting was not so easy; for example, she received a B+ for her final grade which was supposed to be an A, but was downgraded due to five absences, according to the university rules. Moreover, it is possible that she had been focused more on features of writing quality such as accuracy in grammar. Then, having no grammatical feedback on the freewriting would not help her increase confidence in writing. In another survey distributed for the writing diary, she mentioned that she thinks having feedback on grammatical errors helped her improve her writing skills better. Additionally, according to my personal record for all the students’ progress after the end of the instruction period, I described her progress as follows:

Student 8’s writing was good overall, compared to the other classmates. However, her grammar needed some improvement such as subject and verb agreement, capitalization, using right subject or objective pronoun form and so on. Although her grammar needed more work, her writing was easy to understand, except that the whole writing was a paragraph. After taking the class, her essays have structure which makes readers to follow her ideas much clearly than before. Also, her grammar got better. (July 2009)

It also shows the need for improvement in her grammar. Thus, even if freewriting helped her

writing fluency, it was not able to help her to increase her confidence in writing because she was receiving no feedback on grammar.

I would conclude that further investigation such as an interview is needed. However, if the survey was distributed on the last day of the instruction, it might be possible that her confidence increased compared to the time that she did the survey because I informed all the students about their improvement in writing fluency by showing the graph after analyzing the survey. Instead of just hearing my comments about how much they improved, the students were delighted to see the graphs which showed their improved writing fluency. The students' increased motivation in writing was visible when they did their guided freewriting afterwards (See Appendix G for each student's writing fluency development graph).

Table 5
Descriptive Statistics for the Distributed Survey on Freewriting

List	<i>N</i>	<i>M</i>	<i>SD</i>	MIN	MAX	Range	Rank
Like	8	3.88	.35	3.0	4.0	1.0	1
Meaningful	8	3.63	.52	3.0	4.0	1.0	3
Interesting	8	3.50	.53	3.0	4.0	1.0	6
Absorbing	8	3.00	.53	2.0	4.0	1.0	10
Easy	8	2.13	.64	1.0	3.0	2.0	11
Useful	8	3.38	1.06	1.0	4.0	3.0	7
Educational	8	3.63	.52	3.0	4.0	1.0	3
Rewarding	8	3.63	.52	3.0	4.0	1.0	3
Builds vocabulary	8	3.25	.71	2.0	4.0	2.0	8
Increases English writing fluency	8	3.75	.46	3.0	4.0	1.0	2
Increases confidence in English writing	8	3.25	.71	2.0	4.0	2.0	8

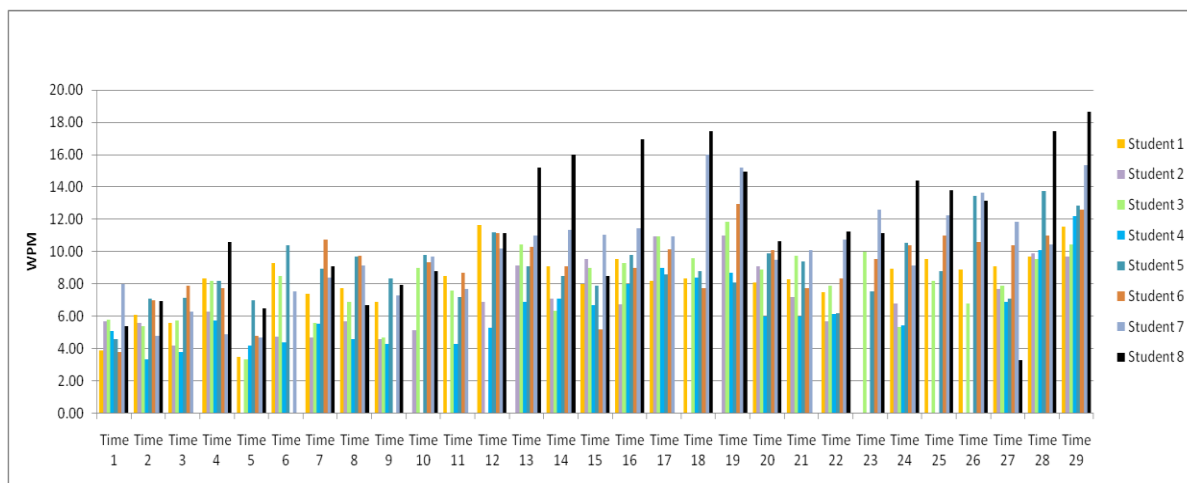


Figure 2. Comparison of the overall writing fluency of Student 8 to other students

In sum, the evidence uncovered in the present study led to the following answers:

RQ 1. Does practicing guided freewriting help increase EFL college-level students' writing fluency? It is clear that practicing guided freewriting helped with the increase in the students' English writing fluency. Their writing fluency increased with a mean difference of 3.87 WPM when the mean for the first two weeks was compared with that of the last two weeks.

RQ 2. To what extent do any fluency benefits observed from the freewriting practice transfer to new writing done under exam conditions typical of this EAP context? Specifically, will essay writing done under exam conditions at the beginning and the end of the summer course show (a) an increase in fluency, (b) an increase in writing quality, or (c) both? In the present study it was found that practicing guided freewriting may have had a positive influence on the students' writing performance in EAP contexts in terms of their writing fluency.

RQ 3. What differences appear in the students' writing confidence after practicing guided freewriting for 8 weeks, if any? It can be said that freewriting had a positive impact on the students' increased confidence in English writing.

Limitations

Although this study shows that practicing guided freewriting for eight weeks helped increase students' writing fluency and their confidence in English writing, it has the limitation of not being able to show for certain that freewriting was the only reason for these results.

First of all, while the present study was in progress, students also had ninety-minute long academic writing instruction for five days every week. In this class, they also had two more writing activities; for example, they occasionally had assignments requiring them to write five paragraph essays which had feedback on grammar and content. In addition to this activity, the students were asked to write a diary which was used as personal communication between each student and me to build rapport. Although writing a diary should have focused on writing fluency, in this particular class, I gave the students a great deal of feedback on grammar with detailed explanations to each student. According to another survey done on the writing diary, all of the students liked writing in their diaries because they were able to get feedback on grammar mistakes. Only two of them mentioned that they were able to write more than before as reasons that they liked writing in their diaries. Writing in the diaries, however, was not regularly done because the students had many assignments from other classes, including the writing class itself; moreover, having no effect on their final grade, the diary did not get as much attention from the students as the other assignments. However, even if the students did not write in their diaries regularly, it is possible that their writing fluency also increased because of this activity. Therefore, instruction from the writing class and activities done in the class should not be ignored.

Secondly, the writing class was not the only class that the students had during their eight-week intensive English program. They also had ninety minutes of reading classes and oral fluency classes five days a week. The instructors of all freshman classes used English as the medium of the class because none of them could speak nor understand Thai; therefore, the students had at least 270 minutes of instruction in English per day. Thus, the immense amount of English input has to be considered as another source that could have influenced the students' English writing fluency and their confidence.

Thirdly, to generalize the findings of the present study which argues that guided freewriting influenced the increase of the students' English writing fluency, it would have been much more

valuable if there was a control group of students at the same level who participated in the same program but never did freewriting. Then, it would have been possible to compare both groups and see whether their writing fluency increased or not.

Lastly, although the survey results indicate that freewriting helped the students to gain confidence in their English writing, it is not sufficient to describe how and why the freewriting helped increase their confidence. Therefore, revising the current survey or having an interview would probably be required to enhance the assertions of this study. If so, my interpretation of the student 8 case discussed earlier might have provided a more meaningful analysis.

CONCLUSION

When I heard about freewriting and writing fluency for the first time, these were two unfamiliar terms to me. However, the experience of letting students practice freewriting in my writing class opened new ways of looking at teaching English writing in the EFL context. Until then, I had always focused mainly on the quality of the writing, especially grammatical accuracy. Seeing the increase in the students' writing fluency, their pleased faces after seeing the graph of their quantified writing fluency in the last week of the instruction, and also seeing their comments on how their confidence increased all helped me to believe that writing fluency is more than just a byproduct of continuous practice in writing. The present study indicates that a short period of practicing guided freewriting helped increase EFL college-level students' English writing fluency and their confidence. These findings highlight the importance of focusing on English writing fluency, rather than having a central spotlight solely on English grammatical accuracy in EFL classes. Nevertheless, the limitations I discussed above, overgeneralizing these findings should be avoided. Further studies are required to overcome the limitations of the present study and to produce more convincing evidence of the importance of focusing on writing fluency in ESL or EFL contexts and the value of freewriting for doing so.

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APPENDIX A (CONSENT FORM IN ENGLISH)

AGREEMENT TO PARTICIPATE IN RESEARCH

Purpose of this research

The purpose of this research is to investigate if writing methods affects the improvement of academic writing.

What you will be expected to do

If you agree to participate in this study, you will be asked to do ten-to-fifteen-minute of free writing in every class and write diary at least four times a week at home.

Your rights

- To confidentiality
Your confidentiality will be maintained via code numbers and protected files. No personal identifiable information will be collected.
- To ask questions at any time
You may ask questions at any time about the research. You may email me, Ju A Hwang at jua@hawaii.edu
- To withdraw at any time
You may withdraw from the study at any time. You may request that any data that were collected be destroyed, without any consequences to you.

Benefits

The findings of this study will help us determine if the writing methods can be helpful in improving English academic writing of students learning to write in English as a foreign language.

Possible risks

There are no foreseeable physical, psychological or social injuries or discomfort in this study.

Signature

I certify that I have read and understood this agreement, that I have been given satisfactory answers to any questions about the research, and that I have been advised that I am free to withdraw my consent and to discontinue participation in the study at any time, without prejudice or loss of benefits.

I agree to participate in the study with the understanding that such permission does not take away any of my rights, and does not release the investigator or the institution from liability or negligence.

If I cannot obtain satisfactory answers to my questions, or if I have comments or complaints about my participation in this study, I may contact: committee on Human Studies (CHS), University of Hawaii at Manoa, Spalding Hall 253, 2540 Maile Way, Honolulu, Hawaii, 96822, USA (1-808-956-5007)

(print your name)

(date)

(signature)

Signed copy to participant

APPENDIX B (CONSENT FORM IN THAI)

ข้อตกลงในการเข้าร่วมการวิจัย

วัตถุประสงค์ของการวิจัย

การวิจัยนี้มีวัตถุประสงค์ที่จะศึกษาว่ารูปแบบการเขียนส่งผลต่อการพัฒนาการเขียนเชิงวิชาการหรือไม่

สิ่งที่ผู้ร่วมวิจัยต้องทำ

ถ้าคุณยินดีที่จะเข้าร่วมการวิจัยในครั้งนี้ คุณต้องใช้เวลาประมาณ 10 ถึง 15 นาที ในการเขียนโดยอิสระ (freewriting)

ในทุกๆ ชั่วโมงเรียน และเขียนบันทึกประจำวัน (diary) อย่างน้อยสี่ครั้งต่อสัปดาห์ที่บ้านของท่าน

สิทธิของคุณ

- ✓ ปกปิดข้อมูลเป็นความลับ
ข้อมูลของคุณจะถูกเป็นความลับโดยการลงเลขรหัสและไฟล์ข้อมูลที่ได้รับการป้องกัน การศึกษาวิจัยครั้งนี้ จะไม่มีการเก็บข้อมูลพื้นฐานของท่านที่จะทำให้สามารถระบุตัวตนของท่านได้
- ✓ สอบถามได้ตลอดเวลา
คุณสามารถสอบถามเกี่ยวกับการวิจัยนี้ได้ตลอดเวลา โดยการส่งอีเมลมายัง Ju A Hwang ได้ที่ jua@hawaii.edu
- ✓ ขอลถอนตัวได้ตลอดเวลา
คุณสามารถถอนตัวจากการเข้าร่วมในงานวิจัยนี้เมื่อใดก็ได้ อีกทั้งยังสามารถร้องขอให้ทำลายข้อมูลของคุณ โดยไม่มีผลกระทบใดๆ ทั้งสิ้นต่อตัวคุณ

ประโยชน์:

ผลการวิจัยที่ค้นพบในครั้งนี้จะช่วยให้ผู้วิจัยระบุได้ว่ารูปแบบการเขียนแบบใดสามารถช่วยพัฒนาทักษะการเขียนภาษาอังกฤษเชิงวิชาการของผู้เรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ

ความเสี่ยงที่อาจเกิดขึ้น

งานวิจัยนี้ไม่มีความเสี่ยงใดๆ ทั้งในด้านความเจ็บป่วยทางกาย ใจ หรือสังคม หรือความไม่สะดวกสบายใดๆ ทั้งสิ้น

ลงนาม

ข้าพเจ้าขอยืนยันว่าข้าพเจ้าได้อ่านข้อตกลงและเข้าใจในสิทธิของข้าพเจ้าตามที่ระบุข้างต้น ข้าพเจ้าได้รับคำตอบที่ ต้องการทุกข้อเกี่ยวกับการวิจัยในครั้งนี้ และข้าพเจ้าได้รับการยืนยันแล้วว่าข้าพเจ้าสามารถถอนตัวจากการวิจัย และงดให้ความร่วมมือในการวิจัยได้ทุกเวลา โดยไม่สูญเสียผลประโยชน์ใดๆ ทั้งสิ้น

ข้าพเจ้ายินยอมเข้าร่วมการวิจัยในครั้งนี้ โดยตระหนักว่าการเข้าร่วมในการวิจัยไม่เป็นการรบกวนสิทธิของข้าพเจ้า หรือทำให้ผู้วิจัยหรือหน่วยงานเพิกเฉยละเลยในสิทธิเสรีภาพของข้าพเจ้า

หากข้าพเจ้าไม่ได้รับคำตอบที่ต้องการ หรือหากข้าพเจ้ามีข้อเสนอแนะหรือคำร้องเรียนที่เกี่ยวข้องกับการเข้าร่วมในการวิจัย ข้าพเจ้าสามารถติดต่อได้ที่: คณะกรรมการการศึกษาวิจัยในมนุษย์ (Committee of Human Studies- CHS)

University of Hawaii 2540 Maile Way, Honolulu, HI 96822 โทร (808)956-5007

ชื่อตัวบรรจง วันที่

ลายเซ็น

กรุณาเก็บแบบฟอร์มข้อตกลงนี้เป็นหลักฐาน

APPENDIX C (GIVEN TOPICS OF THE GUIDED FREEWRITING)

	DATE	TOPIC
Week 1	June 1, 2009	Tell me about yourself
	June 2, 2009	Tell me about your (future) boyfriend.
	June 3, 2009	Tell me about your future job.
	June 4, 2009	What is your hobby?
Week 2	June 8, 2009	What do you think of wearing uniform in the university?
	June 9, 2009	Tell me about your favorite subject and reasons.
	June 10, 2009	Tell me about the book you read in the reading class.
Week 3	June 15, 2009	Which country do you want to visit? (The Same topic on July 28, 2009)
	June 16, 2009	Tell me about any Thai culture that I (Ju A) should know as a foreigner.
	June 17, 2009	Tell me about your favorite singer, actor or actress?
	June 18, 2009	Tell me about Thai food.
Week 4	June 22, 2009	How do you do diet (what is your method to lose weight?)
	June 23, 2009	Write about your favorite sports
	June 24, 2009	What do you do when you cannot fall asleep?
	June 25, 2009	What do you think about having plastic surgery?
Week 5	June 29, 2009	MIDTERM
	June 30, 2009	What are the strong/weak points of this class?
	July 1, 2009	What do you want to do during the holidays? What's your plan?
	July 2, 2009	What do you want to take to a desert island? If you can take only 3 things?
CANDLE FESTIVAL (HOLIDAYS)		
Week 6	July 13, 2009	What did you do during the holidays?
	July 14, 2009	Write about your favorite TV/radio program or magazine.
	July 15, 2009	Describe the picture or make a story of the picture.
	July 16, 2009	Describe the picture or make a story of the picture.
Week 7	July 20, 2009	Describe the cartoon.
	July 21, 2009	Describe the picture or make a story of the picture.
	July 22, 2009	Describe the picture or make a story of the picture.
	July 23, 2009	Why are you so tired?
Week 8	July 27, 2009	What is your ideal wedding?
	July 28, 2009	Which country do you want to visit? (The Same topic on June 15, 2009)
	July 29, 2009	What do you want to do after the exam?
	July 30, 2009	FINAL EXAMINATION

**APPENDIX D (FREEWRITING SAMPLES OF STUDENT 8 ON THE SAME TOPIC
WITH TIME DIFFERENCES)**

Topic: Which country do you want to visit?

1. The First Day of Week 3 (June 15, 2009)

I want to visit Abu Dhabi in UAE because I like them place. It very beautiful and I want to stay at Palm Beach for 1 ~~mon~~ month. After that, I want to travel around Abu Dhabi and the most popular place in this country. Moreover, I want to enjoy night party with someone in Abu Dhabi. (It's nice night) If I have a lot of money, I want to stay for 1 or 8 month. Sometimes I want to work in Abu Dhabi so much. It maybe make me happy and funny with my work. However, It's just my dream

2. The Second Day of Week 8 (July 28, 2009)

I want to visit "UAE", it's United Arab Emirate. (Everyone know there is luxury land or Rich Land. In UAE have nice place especially Palm Beach, it's beautiful very much not from natural but it form human. They spend about 100 million for build this beach.

I like it because bew night in UAE is beautiful I ever see in website of UAE. It's exciting when I can see it really. I must to spend expensive for go to there and I think that a long time for going.

However, culture is interest, too because the man in UAE wear different cloth and I think it very smart. I want to take some photo with them really. It's exciting too.

Finally, I think before go to UAE, I need to travel in ~~Thai~~ around Thailand because in this land have any place fo travel and I think it beautiful same as UAE, too. If I travel in Thailand already I will go to visit UAE when I have a lot of money and a person who is I go with is my mother or my father because they never travel aborad same me. I want to make them happy with their life very much.

P.S. I believ that if I happy with life, everything in my life are good together. I hope every one think same me they will happy in life and after that everything is are good, too. I will make every day to a nice day and nice memory, so. Whatever I can do for happy I will do it forever, ^_^! (smile together)

Thank you

(her name)

APPENDIX E (SAMPLE WRITINGS OF PRETEST AND POSTTEST DONE BY STUDENT 6)

1. Pretest (Topic: About My Family)

Hi! Let's go to know about my family. My name's Yonghee Lee. My family have 3 people. My father, my mother, and I. I'm only one child, but I don't lonely because my family is warmness. My family have a hair shop. When my father and my mother go to work I go with their. My father is a hairdresser. My mother and I are helper. When we finish work, My father come back home and every evening he ride a bicycle around the town. My mother and I come back home after father because we go to the market. Sometimes I go to the park for dance. But my mother doesn't like many people so she stays home. Everyday my family have dinner at home. After all we are sleep and have a nice dream. (4.13 WPM)

2. Posttest (Topic: About My Family)

My family has three members, father, mother, and I. We are small family. Some family have more than four persons, I think this very big family. My parents are the best persons in my life. They always take care and look after me since I was young. We're happily and enjoy together. We usually travelling, eating, dancing and talking. So, my family is the most wonderful.

My parents have a hair shop. They usually get up at 4.30 am. They hard work for me, I know. Everyday, I will follow to the hair shop because I can't get up early. My shop usually close every Sunday. We will go to Big C, Lotus, etc. for shopping. My mom likes cooking and she does it very well. My father likes see a movie. And I like everything. Every summer, we go to the beach and find the food store for eating, somewhere very taste, somewhere not. We ever been to the pub. My parents need me to tries because they don't want me go with my friends. Maybe they're different another parents. So, they can be my friends, teachers, and parents. They're the best persons for me.

Therefore, my family very warm because my mom and dad always still beside me. They never judge me and angry me when I do something wrong. I can't find the persons who lie them. I'm really impress and happy that I have them. I think my parents always the best persons for me. (8.3 WPM)

Note: For both tests, pseudonym was used, and few nouns were changed without affecting a total number of words to protect the student.

Appendix F (Survey on Freewriting)

1. Have you ever had freewriting activity before in English? (Yes/ No)

1-1. If yes, in what grade? () & for how long? (months)

2. Have you ever had freewriting activity before in Thai (Yes/ No)

2-2. If yes, in what grade? () & for how long? (months)

3. Please check a box (□) which is closer to your thoughts about freewriting.

Dislike <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Like <input type="checkbox"/>
Meaningless <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Meaningful <input type="checkbox"/>
Boring <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interesting <input type="checkbox"/>
Monotonous <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Absorbing <input type="checkbox"/>
Difficult <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Easy <input type="checkbox"/>
Useless <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Useful <input type="checkbox"/>
Non-educational <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Educational <input type="checkbox"/>
Unrewarding <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Rewarding <input type="checkbox"/>
Doesn't build vocabulary <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Builds vocabulary <input type="checkbox"/>
Doesn't improve fluency <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Improve fluency <input type="checkbox"/>
Decreases confidence in writing <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Increases confidence in writing <input type="checkbox"/>

Adapted from Nunan and Lamb (1996) and Potter (2008)

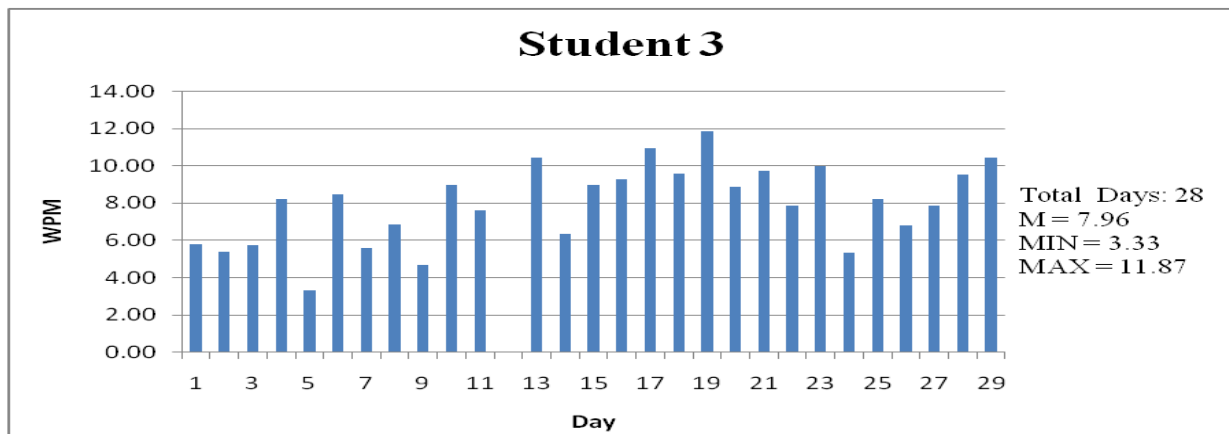
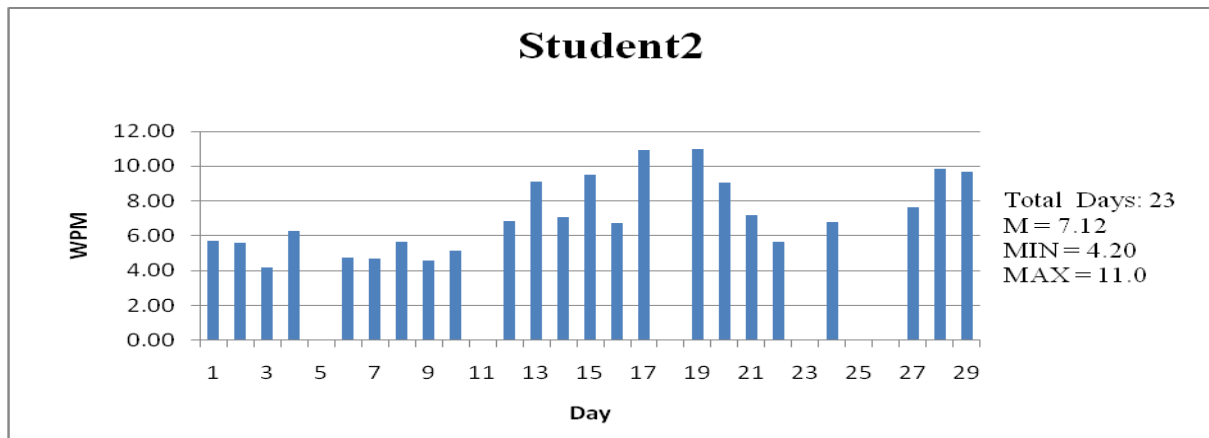
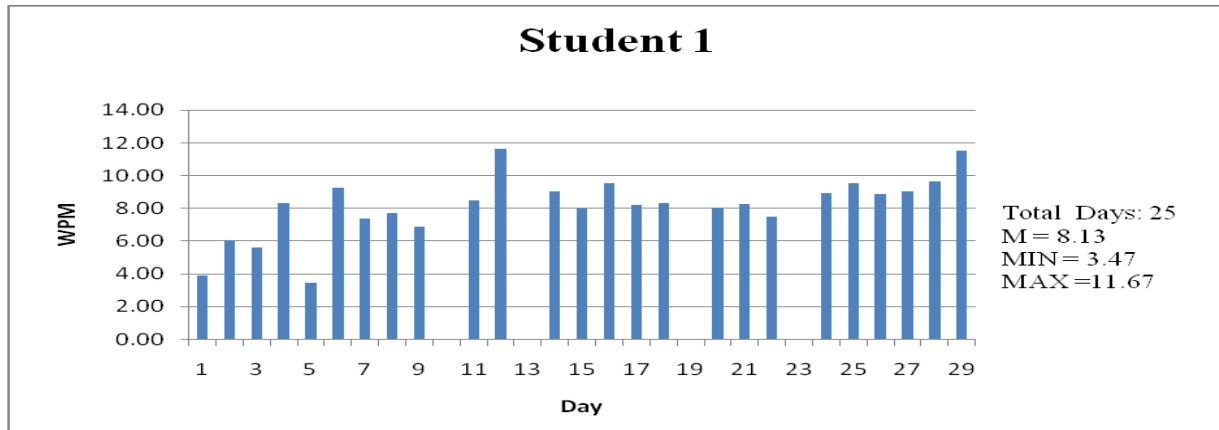
4. How did you feel about the topic?

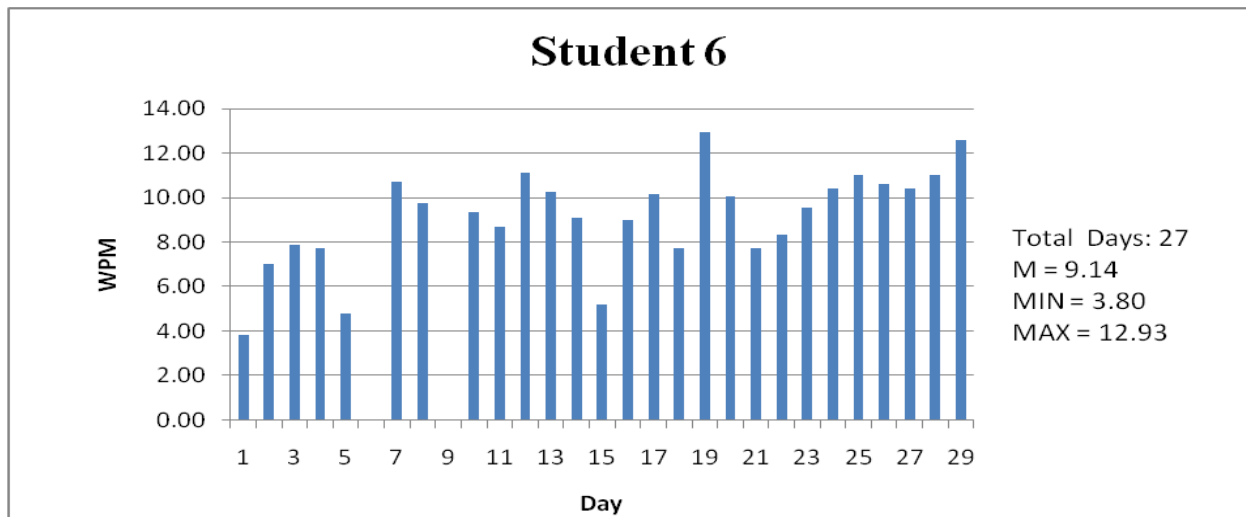
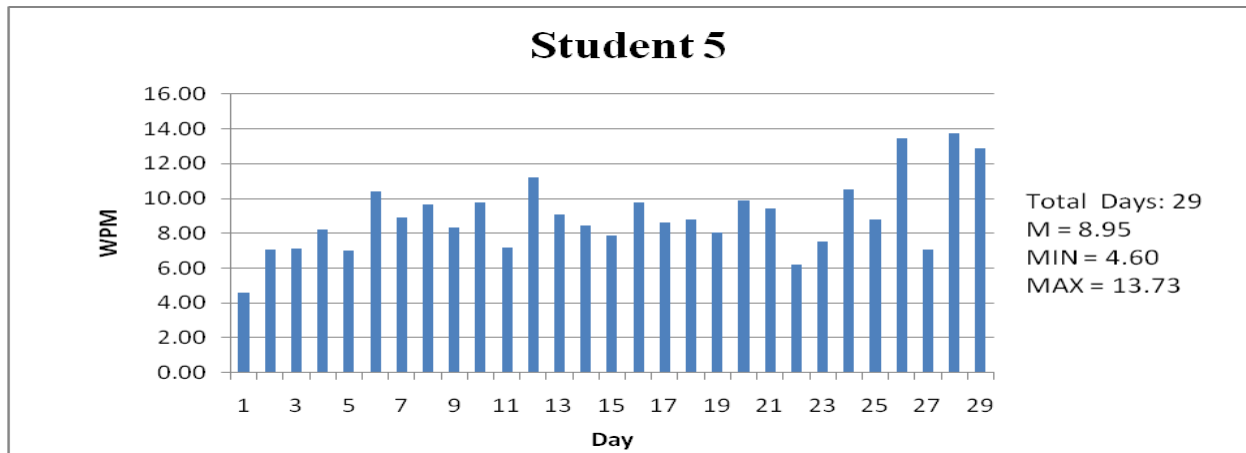
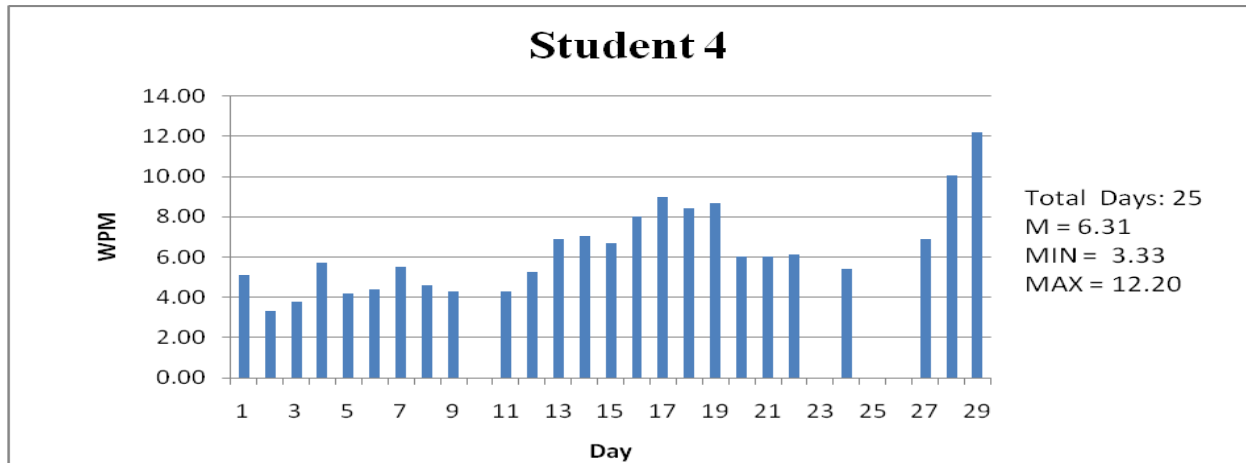
Date	Topic	Easy	Difficult
June 1	Tell me about yourself		
June 2	Tell me about your (future) boyfriend.		
June 3	Tell me about your future job.		
June 4	What is your hobby?		
June 8	What do you think of wearing uniform in the university?		
June 9	Tell me about your favorite subject and reasons.		
June 10	Tell me about the book you read in the reading class.		
June 11	N/A (No freewriting activity)		

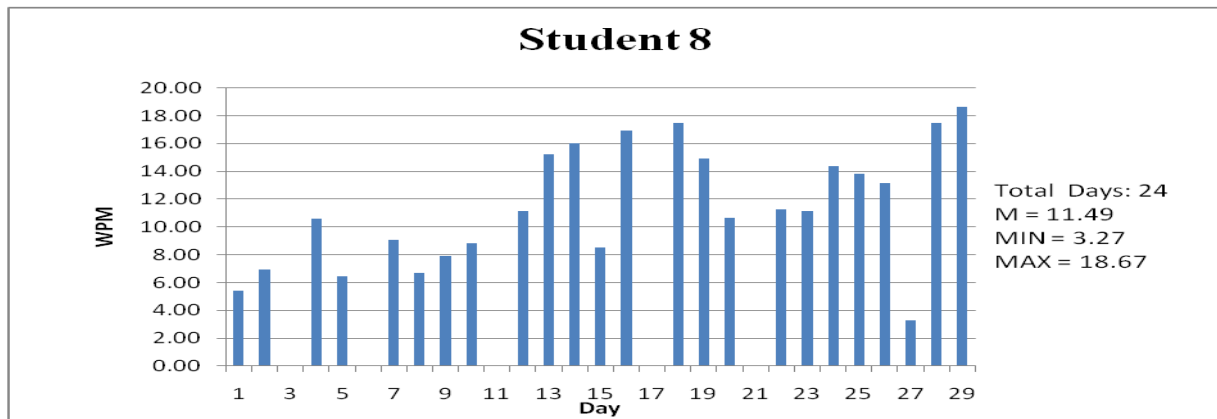
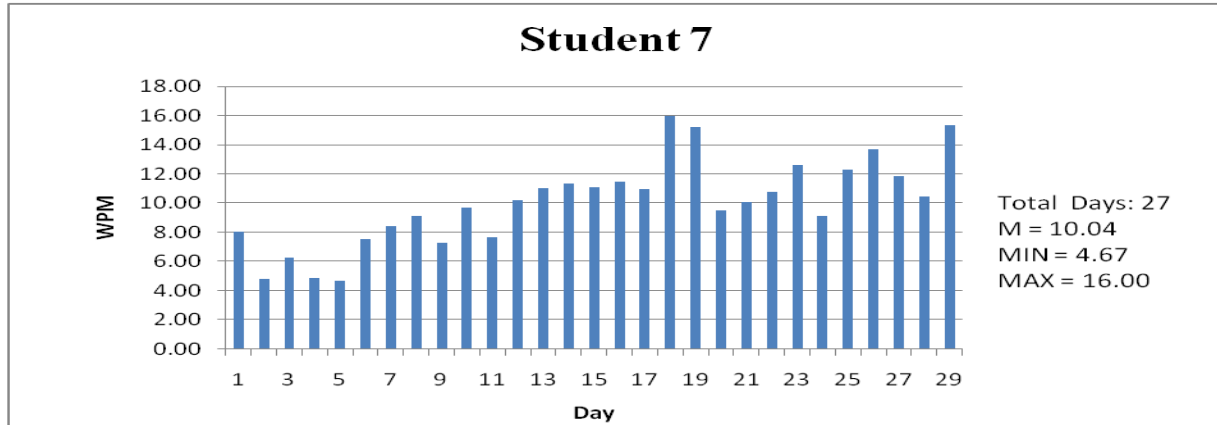
June 15	Which country do you want to visit?		
June 16	Tell me about any Thai culture that I (Ju A) should know as a foreigner.		
June 17	Your favorite singer, actor or actress?		
June 18	Tell me about Thai food.		
June 22	How do you do diet (what is your method to lose weight?)		
June 23	Write about your favorite sports.		
June 24	What do you do when you cannot fall asleep?		
June 25	What do you think about having plastic surgery?		

June 30	What are the strong/weak points of this class?		
July 1	What do you want to do during the holidays? What's your plan?		
July 2	What do you want to take to a desert island? If you can take only 3 things?		
July 13	What did you do during the holidays?		
July 14	Write about your favorite TV/radio program or magazine		
July 15	Describe the picture (an old couple eating in a restaurant and a cat)		
July 16	Describe the picture (five teachers eating dinner in a room)		

APPENDIX G (EACH STUDENT’S WRITING FLUENCY DEVELOPMENT ILLUSTRATED IN BAR GRAPHS)







APPENDIX H (RUBRIC FOR GRADING PRETEST AND POSTTEST)

Writing Test Checklist

Student: _____

<p>Organization (18 points)</p> <ul style="list-style-type: none">• Introduction....._/6• Body....._/6• Conclusion....._/6 <p style="text-align: right;">Organization Total___/18</p>
<p>Content (10 points)</p> <ul style="list-style-type: none">• All sentences support the Topic Sentence(related)...../4• Clear and effective explanation of main ideas...../4• Creativity/ Example...../2 <p style="text-align: right;">Content Total___/10</p>
<p>Language Use (12 points)</p> <ul style="list-style-type: none">• Range of Vocabulary...../2• Agreement→ Subject-Verb, Singular - Plural (Third person-s)...../2• Verb Tense...../2 <p style="text-align: right;">Language Use Total___/6</p>
<p>Mechanic (6 points)</p> <ul style="list-style-type: none">• Spelling errors...../2• Punctuation errors...../2• Appropriate length...../2 <p style="text-align: right;">Mechanics Total ___/6</p>
<p>TOTAL POINTS ___/40</p>

Adapted from Weir (1990)