

AN ANALYSIS OF THE ACADEMIC WRITING OF
INDONESIAN GRADUATE STUDENTS AT
SIMON FRASER UNIVERSITY:
THE PROCESS AND THE PRODUCT.

by

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AN ANALYSIS OF THE ACADEMIC WRITING OF INDONESIAN GRADUATE STUDENTS AT
SIMON FRASER UNIVERSITY: THE PROCESS AND THE PRODUCT

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ABSTRACT

This study examines the writing of nine Indonesian graduate students who studied at Simon Fraser University in 1987. The emphasis of this study is on the evaluation of changes in essay writing skills over the eight weeks of an English for academic purposes (EAP) course. Essays were written in two rhetorical modes, narrative and argument. Every student wrote four essays; each student wrote one argument and one narrative essay at the beginning of the course and again at the end of the course.

Each essay was independently graded four times; two researchers used a holistic grading scheme while two other raters used an analytic scoring device with five subsections. Essay scores were statistically evaluated for 1) interrater reliability 2) changes in scores over time 3) changes in scores between essay types over time and 4) differences in scoring methods. Results show 1) high interrater reliability for both scoring methods 2) significant differences in scores over time 3) no significant differences in essay types over time and 4) no significant differences in scoring methods. Further analysis of the analytic subscores revealed significant differences over time in three subscore categories: organization, logic and style. At time two, there was also a significant difference between argument and narrative subscores in the organization and logic subcategories.

The 36 essays were then examined to determine if the essays produced in response to the argument and narrative prompts could indeed be classified as such. At time one, none of the students produced a satisfactory argument,

but all produced a narrative with some of the expected qualities. At time two, all but one of the arguments produced had some of the desired characteristics and there were improvements in the narratives.

Study results indicate that a) argument essays were more difficult for these students to write b) the analytic scoring device was useful for instruction and evaluation, and c) evaluation of ESL students' writing should include domain-referenced tasks which parallel those they will be expected to perform in their program of study. This research points out the usefulness of supplementing a product writing evaluation with a process analysis, in order to gain a clearer understanding of the changes which occur in students' writing.

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CHAPTER ONE

INTRODUCTION

This study examines the writing of nine English as a Second Language (ESL) students from Indonesia. The purposes of the study are threefold: to inspect two methods of evaluating writing, to examine differences in writing according to topic and rhetorical type, and to identify changes in writing which occur as a result of instruction in and exposure to English.

The academic writing skills of adult ESL students enrolled in college and university programs in North America and Great Britain have become an ever-increasing concern in recent years (Kroll, 1979). As the number of non-English speaking students enrolling in undergraduate and graduate programs in English medium universities escalates, the need for effective and valid instruction and evaluation of these students' skills becomes more apparent. To ensure the success of both the students as individuals and the academic programs designed to assist them, it is essential that these students be sufficiently prepared for the demands of academic writing in English. The effectiveness of academic English training programs can, in part, be measured by the developments shown in students' writing.

Evaluation of the writing ability of native speakers in schools, colleges and universities is also a concern (Carlman, 1984, 1986). Educators and the public demand that a certain standard of writing ability be required for college and university entrance. Similarly, ESL and English for Special Purposes (ESP) instructors and programme developers are concerned that foreign students achieve appropriate standards of academic writing ability to ensure entry into and success during academic studies.

Recent trends in evaluation of proficiency in the field of ESL have seen a move away from the discrete point testing formerly so prevalent; holistic evaluation of pieces of discourse is becoming increasingly acceptable and popular. The Test of English as a Foreign Language (TOEFL), widely used to determine entry into North American universities, has recently introduced a writing component into their exam format. This concern with the testing and evaluation of English writing ability has fostered interest in the effectiveness and reliability of various methods of evaluating written discourse.

The trend towards holistic or global evaluation has arisen in tandem with an increased focus on writing as a process rather than a product (Shih, 1986; Flower and Hayes, 1981). This focus on the process of writing has greatly influenced both research methodology and the teaching of writing skills to both native and non-native speakers of English. This study will attempt to shed light on the writing skills of a group of ESL graduate students, thereby contributing to and informing both research and teaching practices in the area of English for academic purposes (EAP).

BACKGROUND OF THE STUDY: STUDENTS AND PROGRAM.

The nine students who were the subjects of this study were the second of three groups of Indonesian students to arrive at Simon Fraser University (SFU) to pursue graduate studies in the field of Distance Education. The first group spent from March, 1986 to December, 1986 in Canada; the second group arrived in March, 1987 and departed in December, 1987. All the students are middle level management employees of Universitas Terbuka (UT), the Open University, which is situated outside of Jakarta, Indonesia. They hold various positions at UT: librarians, research assistants, course editors and testing technicians. They were selected for this Canadian International Development

Agency (CIDA)-sponsored program by UT administration on the basis that academic training would be useful to them in their roles at UT, and by SFU on the basis of their academic background and their English proficiency.

Academic background was judged as it is for other programmes at the Master's level at SFU: prospective students should have baccalaureate degrees with grade point averages of over 3, (or approximately 75%), or have demonstrated leadership and exceptional competence in professional pursuits involving education. For non-Canadian graduate student applicants, entrance to the graduate programme usually requires a score of 580 on the TOEFL (out of a possible 800). In the Indonesian case, however, it was decided to use an English language proficiency assessment developed in Britain, the English Language Testing Service (ELTS) test.

The Indonesian students admitted to SFU had ELTS scores which ranged from 4 to 8 in subsections and from 5 to 6.5 in their overall scores, out of a possible 9 points. (see table 2, Chapter 3) It was decided that, while some scores were quite low, a specially organized two months of English language instruction in tandem with Canadian host family living arrangements would ameliorate initial problems with English.

While all UT applicants had studied English from the junior secondary to the post secondary level and one had trained as an English as a Foreign language teacher, few had much opportunity to use English outside of English classes in Indonesia. Two members of the group had spent two months in British Columbia in 1985, studying at the Open Learning Institute (OLI). In general, however, the students had had little practice in using English in either social or academic settings.

My own experience, and that of the second teacher in teaching English to the first cadre of Indonesian students from UT contributed greatly to the

development of the program for the second group. Following the 1986 program, it was possible to see in which areas students required further instruction. Academic writing was one area students found difficult; it was correctly anticipated that essay writing would also present problems for the second group. The framework for this research was developed before the arrival of the second cadre.

The English language and orientation programme (ELO) was supervised by a faculty member whose field of academic expertise is ESL. The programme was developed and provided by myself and another instructor. Both academic language and orientation to SFU and Vancouver were covered in the two month programme, with academic language occupying a far greater percentage of the allotted time. The students had English classes every morning for three hours and received individual tutoring and orientation in the afternoons. During the third week of the programme, students began a course in the Philosophy of Education two mornings a week, which provided an authentic academic experience demonstrating the academic reading, writing, listening and speaking expectations of Canadian graduate education. Initially, more time was spent on orientation aspects such as obtaining health insurance, touring the university and visiting the library. Later, the programme focused more intensely on the academic language skills students would require in their course work; the fact that all shared Distance Education as their content area facilitated the development of assignments which were both relevant and meaningful to the students.

In the Indonesian school system, as in many English as a Foreign Language (EFL) programs, English instruction consists primarily of mastery of specific phonological and grammatical forms. The students, as a result of this approach and their lack of use of English in real life situations, have consistent

problems in producing extended discourse, when the focus is on content rather than form. Students can accurately complete cloze exercises requiring, for example, articles, but when faced with writing an essay, they make basic errors in grammatical usage. These problems, however, are secondary to other difficulties students exhibit. They report that their previous university experience rarely required essay writing and their enthusiasm for completing written assignments, which they found difficult, is low. Even in Bahasa Indonesia (the Indonesian language), then, they had not written many essays. Their interest in improving their writing skills increased once they began the philosophy course and began to receive feedback and grades for their written work.

As with the previous group of students, there were some difficulties common to the group, observable to instructors immediately. These included choosing and narrowing topics, making thesis statements, organizing expository essays, using appropriate vocabulary and register, citing references rather than plagiarizing, paraphrasing and synthesizing ideas from a variety of sources, and making adequate conclusions.

Instruction during the ELO program dealt with the problems with format, vocabulary and citations, and included some exercises on grammatical usage. Writing practice and instruction began at the level of the sentence and paragraph; essays were written from the third week on. Problems with organization were persistent and serious for this group, as with the first group. Hence this study's focus on a detailed evaluation of the essays written by these students; further insight into how these students structure their writing may shed light on elements which need to be addressed in class instruction.

THE STUDY: METHODOLOGY AND PURPOSE

The design of this study arose out of my interest in the development of writing skills in these Indonesian students. Through the experience of teaching the first cadre of students, it had become obvious that the students were capable of producing narratives which, although they had some weaknesses, were quite comprehensible. The difficulty for all of the students lay in producing the type of essay required in academic courses, particularly at the graduate level. An essay which presented a position or argument, supported or rejected that position and was systematically developed was difficult for these students to write. Hence, this study undertook to examine the development of the students' writing skills over the eight weeks of the ELO course and to compare their ability to write in two different modes.

This study examines four samples of writing produced at two points in time by the nine Indonesian students. Two of the composition topics were of general interest, with audience and rhetorical mode left unstated; the topics were designed to evoke narrative essays. The other two topics focused on the academic area of study of the students and specified audience and rhetorical mode, which was argument. The compositions were written during a one hour period in the English Language classroom; one topic of each type was elicited during the first week of the English course, and one of each type was elicited during the eighth and final week of the course.

Nine of the total group of eleven students arrived on March 2, a tenth arrived four weeks later and the final student participated in only the last two weeks of the ELO instruction. Hence, the students who arrived late did not write the initial tests at the same time as the other students. The eleventh student did not write the pre-tests at all; it was felt that the time between pre- and post-tests would be insufficient.

The compositions were administered by one or the other of the ESL instructors; students were informed that the essays would be used as data for a study being done by the researcher. Three of the four essays were written in the morning, between 9:30 and 10:30, when student attention was at a peak. The fourth essay was written in the afternoon.

The data collected were also supported by interviews with the students, conducted by the ESL instructors during the second week of classes. Questions focused on English training and academic background and adjustments to SFU and Vancouver (see Appendix D).

The two types of writing evaluation used differ greatly in both their focus and methodology. The analytic evaluation scoring, based on an instrument constructed by Brown and Bailey (1984), employs a five section analytic scale according to which points are assigned. Each essay receives scores out of 20 on each section, for a possible total of 100 points. The other holistic evaluation technique utilized is a global grading device based on one used by Carlman (1984, 1986). This evaluation scheme is on a 6 point scale; 1 being poor and 6 being excellent. Essays were rated by two qualified ESL instructors for each marking scheme. A third rater was consulted when differences in scoring were significant. All essays were typed and were identifiable only by page number. A double blind procedure was used for the arguments, Tests 1 and 2. These precautions ensured that differences between pre-tests and post-tests were reliably evaluated.

CONCLUSION

Freedman and Pringle (1980), in a study investigating the way in which student papers are graded by professors, found that "development, the use of supporting detail" (p.320) was the most significant factor in the evaluation of

essays. Although various other factors, including grammatical usage, were found to be important, it would appear that the use of support and development of the content of essays is highly influential. As these are among the major problems demonstrated by the Indonesian students, it would seem that they would adversely affect students' grades.

Recent research examines the effect of topic type on writer's performance. Carlman (1984) found significantly different scores were obtained by grade 12 students when students wrote a "position" paper as compared to when they wrote an expressive essay. This finding, as well as the work of Crowhurst (1980, 1983) suggests that students should be tested in various modes in order for examiners to obtain realistic measurements of students' actual writing ability. Most ESL/EFL examinations demand essays written on personal or expressive topics; most university students are required to write expository (position) papers. This discrepancy could lead to misunderstandings about students' competence in writing in English.

There are three areas of investigation in this study. The first is an exploration and comparison of the two methods of writing evaluation used, in order to discover what each contributes. The second area involves examining the differences in essays when students are given a specified topic, rhetorical type and audience as compared to when they are given only a general interest topic with rhetorical type and audience left unstated. Finally, the changes in writing over the eight weeks of the ELO course are investigated, in order to see if there are significant differences in students' writing, particularly in the organization and structuring of essays.

CHAPTER TWO

LITERATURE REVIEW

I. INTRODUCTION

Research on writing over the past ten years has explored various new areas: the processes of writing, cognition in writing, co-operative and workshop writing, cohesion, syntactic complexity and variety, the effects of topic and audience, and computer use for writing instruction (Bamberg, 1983; Carlman, 1984, 1986; Flower, 1981, 1984; Freedman and Pringle, 1980; Horowitz, 1986; Kinzer, 1987; Krashen, 1981, 1984; Neuner, 1987; Purves and Purves, 1986; Quellmalz, Capell and Chou, 1982; Raimes, 1979, 1987; Sternglass, 1982, 1983; Zamel, 1986). Many of the new methodological approaches attempt to gain further insights into some of the standard issues in writing research. Many of the ESL writing studies have concerns similar to those studies on L1 writers, while some investigations focus only on issues particular to ESL writers. The research which focuses on ESL concerns is of interest to this study, which examines the academic writing of a group of ESL students and evaluates the writing of these students in order to explore their improvement over eight weeks of instruction and their abilities to write in two different modes of discourse.

In recent years, there has been a shifting of paradigms in both the instruction and evaluation of writing. This chapter traces these paradigm shifts through first examining briefly the history of ESL writing instruction, and the contributions of English as a first language research (L1) to the field of ESL. It then looks at various evaluation paradigms, in particular, the product and the process approaches. Next, research findings on variables which are essential considerations in writing evaluation are examined. Finally, it focuses on the research particular to EAP.

II. WRITING INSTRUCTION

In order to understand the methods of evaluation which are utilized in examining writing, the larger context in which evaluation takes place must be considered. A paradigm, as the term is used by Kuhn (1970), refers to an explanatory matrix. As Emig (1981, 1983) points out, a variety of paradigms may be in operation within a single discipline, or one paradigm may be utilized by researchers within a variety of disciplines. An historical paradigm, for example, may be utilized in studies of both science and literature. The paradigm used in research, whether the researcher is aware of it or not, provides a framework according to which data are examined. A set of assumptions and a methodology are a part of any acknowledged research paradigm; they provide the researcher with a way of looking at whatever s/he is studying. The evaluation of written discourse is inextricably tied to other paradigms, such as the particular pedagogy of the language instructor or researcher.

The philosophy and approach taken by ESL writing instructors has altered considerably over the years. In 1880, the International Phonetic Association (IPA), in a statement of principles, formally declared that the teaching of writing in a foreign language should be sequentially arranged:

Article 6

At a later stage, when writing is introduced, such written work should be arranged in the following sequence: first, reproduction of thoroughly familiar reading texts; second, reproduction of narratives orally presented by the teacher; and third, free composition. Written translations from and into the foreign language are considered to be appropriate only at the most advanced stage of the course.

(In H.H. Stern, 1983: 89)

Stern comments that, for the IPA, a language could only be acquired by a process of systematic study. This notion that there are a set of clearly defined stages through which a learner passes in the course of becoming competent in a second (or other) language has been challenged. Similarly, the methods by which writing has been taught and evaluated have altered.

Stern (1983) neatly summarizes and divides the history of language instruction into four distinct periods. Period I, between 1880 and World War I, was marked by a separation of instruction in modern language from instruction in the classics. A serious attempt was made to reform teaching methods decisively because of theoretical and methodological attempts to make modern languages a valid subject of study in both schools and universities (Stern, 1983: 98). The method of instruction utilized during period I is called the grammar-translation or traditional method; it focused on translating text from and into the target language. This method is still in use in some classrooms, despite criticisms that it is based on a "rule-governed" view of language learning.

Period II, between World War I up to 1940, saw attempts made to find "practical and realistic solutions" to the debate on teaching methods (Ibid: 99). During this period, direct method instruction was utilized; this method is characterized by the use of the target language for both instruction and communication in the classroom. Research in the field of Linguistics began to be used to resolve teaching problems, which provided a theoretical basis for classroom practises.

In the third period, during World War II and up to 1970, the American wartime language programs transformed the art of language teaching. Linguistic research became an intimate part of teaching research and methodology, influencing the way in which language was viewed and taught. Due to the demands for a quickly trained, highly fluent body of foreign language

speakers during the war, a new "army method" was developed, which revolutionized some of the previous notions about language instruction. This "army method" proposed that language learning should be primarily orally based, and suggested that language learning is a matter of acquiring a set of habits. This approach is grounded in the behaviorist psychology theories prevalent at that time.

Following the war years, language learning methods and problems received increased attention. Various important new teaching methods were utilized, namely the audiolingual and the audiovisual methods. The audiolingual method separates language into four skill areas: reading, writing, listening and speaking. Dialogues are usually the chosen method for introducing new language; emphasis is placed on memorizing and reproducing these dialogues. The audio-visual method utilizes a visual aid (i.e. a picture) to involve learners in meaningful language use. Like the audio-lingual method, speaking and listening skills are stressed.

The fourth period, which covers the seventies and eighties according to Stern (1983), has been characterized by reactions to the methods prevalent in the fifties and sixties. Rather than viewing language teaching as having a single methodology which is most effective, an empirically based view of language teaching evolved. The key concept for both practitioners and theoreticians has been that of communicative competence (Hymes, 1972), which reflects a social view of language (Stern, 1983: 111). One new strand of emphasis Stern identifies has particular importance to this study: curriculum. ESP writing instruction, which is the subject of this study, is a part of a curriculum emphasis. Through developing proficiency objectives and doing needs analysis of foreign students (in Europe and Britain in particular), more

individualized and flexible approaches were and are being taken in the development and use of curriculum for ESP writing instruction.

At present, there are two major currents of thought in writing instruction (Horowitz, 1986; Wolcott, 1987). One trend views writing instruction and evaluation as two separate tasks, the other sees the two processes as connected. The first approach could be labelled a "product" view of writing evaluation, the latter is often referred to as a "process" approach. This distinction will be further discussed later in this review, after a brief examination of background considerations of writing evaluation.

III. 1. WRITING EVALUATION: INTRODUCTION

In both English as a first language (L1) writing instruction and English as a second or other language (L2) writing instruction, evaluation methods are established based on a variety of considerations. Among the topics to be considered are the characteristics of the writer, test conditions and variables, the program of instruction and the instructor(s), and the methods and purposes of evaluators and evaluation procedures. Consideration of these factors leads an evaluator to select a particular approach in order to evaluate effectively students' work. Some of the more prevalent approaches developed in the research done in the last ten years are reviewed in the next sections of this chapter.

III. 2. WRITING EVALUATION-BACKGROUND:

The last two decades of writing evaluation research have seen the development of a variety of new evaluation procedures. Among them are the guided scoring procedure developed by Diederich (1974), primary trait scoring developed by Lloyd-Jones (1977), analytic scales and general impression scales (Odell and Cooper, 1980, Raymond, 1982), all of which are direct methods of evaluation. Direct evaluation methods can be defined as those which focus on the evaluation of whole pieces of real discourse, rather than measurement of discrete writing skills such as punctuation, spelling, grammatical correctness, word usage or vocabulary knowledge. The latter methods of evaluation, in which errors can be tabulated, are known as indirect tests of writing (Carlman, 1984, 1986).

Research on writing evaluation during these years has been marked by a focus on establishing tenets of scientific objectivity: namely, the reliability and validity of tests. However, researchers still have not achieved consensus even as to the methods and boundaries of the study of writing. As Raymond states:

We have not even agreed on what it is that we are trying to evaluate- whether it is the mastery of editorial skills, or indices of cognitive development, or success in communicating a semantic intention
(1982: 399).

The product approach to evaluation has been dominant during the last twenty years; the next section of this review focuses on one of the most useful research "tools" developed to further this approach.

III. 3. PRODUCT EVALUATION - THE T-UNIT

In an attempt to deal with the difficulties and complexities of evaluating written discourse, various new ideas have been explored. Measures such as the minimal terminable unit (T-unit) were developed in an effort to measure "language maturity" (Hunt, 1965: 304). A T-unit can be defined as "a main clause plus all subordinate clauses and nonclausal structures attached to or embedded in it" (Hunt, 1970:4) The growth of mean T-unit length in a piece of written discourse was seen to reflect development of syntactic maturity in the writer (Gaies, 1980). For children's writing, this measure reveals linear and uniform growth; as a child gets older, s/he writes longer T-units. However, it might be the case that children are able to compress a larger number of ideas into fewer words as they mature, which is in contradiction to the expected growth of mean T-unit length. This problem and other criticisms of the T-unit will be discussed in the next paragraphs of this review.

The T-unit is regarded as a useful index for measuring linguistic development and comparing (numerically) first and second language acquisition. These studies are based on the assumption that the development of syntactic maturity in a second language is a process similar to that of first language acquisition. The T-unit remains an important part of assessing written discourse for many contemporary researchers (Coe, 1986; Crowhurst, 1980, 1983; Yau and Belanger, 1984).

However, the reliability of mean T-unit length as a measure of structural complexity has come under scrutiny (Witte, 1983). Witte suggests that measures of T-unit length may be affected by topic, stimuli and/or audience. Other researchers have questioned the ability of the T-unit to measure syntactic complexity when it looks primarily at surface structure (Gaies, 1980). In particular, Gaies refers to the criticisms of Ney (1966) who states that whereas

T-unit length reflects excessive coordination of sentences, it does not show coordination within sentences. More recent criticisms, which will be examined next, lead to modification of the mean T-unit length for second language development studies.

Numerous researchers (Gaies, 1976; Larson-Freeman and Strom, 1977; Larson-Freeman, 1978; Vann, 1978) recognized that errors occur frequently in adult L2 writing, and that any index of language development ought to reflect the incidence of developmental errors. Therefore, the length of error free T-units is now seen as a more valid measure of L2 language growth. Larsen-Freeman and Strom (1977, 1978) found that the average number of words per T-unit, the average number of T-units per sentence and the average number of words per error-free T-unit did not reveal significant differences between student writing at different course levels. Only error-free T-unit scores revealed significant differences between the writing produced by these students (Brown and Bailey, 1980). The definition of an error free T-unit remains a problem, however. Larsen-Freeman and Strom (1977) maintain that a T-unit must be correct in all ways to count as error-free, while Vann (1978) states that the T-unit must make sense in the context given and have no morphosyntactic or lexical errors. Scott and Tucker (1974) require that a T-unit be free of morphological and syntactic errors in order to be counted as error-free. Gaies (1980) argues that different errors have different effects, and even if researchers could agree on a definition of an error-free T-unit, it would be difficult to establish a useful hierarchy of errors.

A more sweeping criticism against the T-unit as a measure of analysis is made by Gaies (1980), who argues that there is no necessary relationship between the quality or effectiveness of writing (or speech) and its syntactic complexity. Gaies states that studies which are done using the T-unit claim that

the ability to subordinate and embed clauses is a characteristic of language proficiency. He suggests that the same idea may be stated in a variety of ways, and that it is difficult to measure which of the stylistic options is absolutely better than the others. The T-unit method of analysis may reveal which of the options the writer has chosen, but it does not reveal whether the student is capable of using more complex stylistic devices. Gaies suggests that more than one writing sample must be obtained from every subject in order to validate measures of development.

As these problems with the T-unit arose, some researchers shifted their analysis methods away from the use of indirect techniques for evaluating writing. While Perkins (1980) and Kameen (1979) used the T-unit to measure differences between "good" and "poor" compositions, they also examined quantifiable sentence-level features using the T-unit and compared them to holistic (or global) judgements, a direct evaluation method, in order to validate and estimate the usefulness of the T-unit. Their findings show that longer T-units, and longer clauses distinguished the compositions given "good" holistic ratings. Perkins also cautions, however, that errors per T-unit, error-free T-units and total errors must be considered in holistic evaluations for them to determine meaningfully advanced proficiency. A movement towards a different view of the purposes of evaluation is evident in the incorporation of holistic grading measures in these studies. Rather than seeking a measure which lends itself well to statistical analysis as an objective way to explain the maturity of written work, researchers began to consider the written product as a piece of discourse, composed of a great variety of elements, all of which needed to be considered and explored.

The problems evident in the utilization of the T-unit as a measure of evaluation point out some of the considerations which need to be addressed in

any direct method of writing evaluation. In contrast to direct evaluation techniques, a method which views writing in quite a different way will be the focus of the next section of this review.

III. 4. PROCESS EVALUATION

This review will now examine the other major trend in writing evaluation, the "process" approach. In both first and second language instruction of English writing, a new paradigm (in the Kuhnian sense) is now being established. Rather than viewing written discourse as a product arrived at through the mastery of accepted forms of discourse (eg. the five paragraph essay with its opening and closing paragraphs and body), teachers are examining the process of writing itself (Hendrickson, 1980; Miller, 1980; Purves, 1984; Purves and Purves, 1986; Sommers, 1982; Wilkinson, 1975, 1983; Wolcott, 1987; Zamel, 1985). Hence, the focus of writing assessment is shifting. In L1 English instruction, this new paradigm is marked by a rejection of current-traditional rhetoric (the paradigm according to which instruction and evaluation had been conducted) and by an attempt to find a more appropriate heritage for a "new" rhetoric by looking to various multi-disciplinary sources for a better understanding of the discipline of writing research. Emig (1980) coined the phrase "tacit modern tradition" to describe the new theoretical framework which has emerged (Pringle and Freedman, 1980; Emig, 1980). This "tacit tradition" has drawn on ideas from a variety of disciplines; Emig cites as authorities T. Kuhn, G. Kelly, J. Dewey, M. Polanyi, S. Langer, J. Piaget, L. Vygotsky, A.R. Luria, E. Lenneberg and a host of others. These intellectuals are unified in their belief in the importance and centrality of processes. Emig's purpose in recognizing them is to reveal the diversity of disciplines: science, neuroscience, psychology, philosophy, medicine and education, all of which contribute to this

new tradition. When a researcher follows this new tradition, his or her investigation of written discourse considers the "knower" (the writer) and the "known" (what is being written about) and the interactions between the two. Emig (1980) cites Rosenblatt (1978), who asserts that "the learner/writer is an active construer of meaning in her transactions with experience" (p.9). The complexities of the "modes of knowing", or the anticipation and constructs which both reader and writer bring to a piece of writing (Emig, p.16, 1980), are presupposed in the process paradigm.

Many interesting studies have recently been done using the writing as a process philosophy. Zamel (1985) has examined ESL writing teachers' responses to student writing. She built on work by L1 researchers, who found that teacher responses revealed the underlying assumption that there is a single, ideal standard according to which student work should be evaluated; teachers tended to comment on most writing as if it were a final product and to give vague directives which students found difficult to utilize to rework their writing. Zamel found that ESL teachers are even more concerned than L1 teachers with grammatical and language use errors. ESL teachers also made similarly confusing and inaccessible comments. Zamel points out the problems of surface evaluation of written discourse and suggests that teachers need to respond to work as writing in progress in order to facilitate rewriting, and to help the students to realize that writing evolves over time.

Sommers (1982) also examined ESL teachers' responses to student essays. She points out that part of the teachers' role is to "dramatize the presence of a reader" (p.148). The responses of the thirty-five university instructors in the study focused on language errors rather than content; Sommers suggests that these types of comments tend to encourage students to see their writing as a series of parts rather than as a whole discourse. The

second finding made was that most teachers' comments are not text-specific; the same vague directive was found on various texts. Sommers, like Zamel, states that teachers need to respond as readers who are concerned with having the students' text clarified, thus opening up to the students possibilities for revision.

Cumming (1985) also looks at responses to the writing of ESL students. Cumming reviews the principal procedures typically used by ESL teachers. The nine major techniques he documents from the ESL literature on techniques include: error identification, evaluation, teacher correction, marginal commentary, checklisting, oral responses, direct instruction, reformulation and peer responses (p.59). As the result of a case study concerning several instructors and their ESL classes, Cumming concludes that although there is considerable variation between these methods, all are similar in that they are governed by the teachers' desire to make the written text comprehensible. Cumming queries whether teacher responses assist students in any more than superficial ways; he does not feel that students learn how to write from teacher evaluation.

Raimes (1987) examines the writing strategies of adult ESL students at various class levels, through "think-aloud" protocols. She compares their strategies for writing to those of native speakers, and finds there are many strategies in common. She also examines, using a holistic evaluation of student essays, the effect of specifying audience and purpose in the task, and finds little observable effect, in comparison to unspecified tasks. Her findings suggest that stipulating audience and purpose has little effect on the students' structuring of an essay.

Other areas in which research has been conducted based on the process philosophy include work on the treatment of error in written work

(Hendrickson, 1980; Kroll and Schafer, 1978; Robb, Ross and Shortreed, 1986). These studies point out that emphasis should be placed on learner strategies in composing rather than on comparing the learners' first language to the target language, in this case English, (contrastive analysis) to locate specific errors. It is suggested that various feedback strategies be explored to help students to learn to self-correct and to recognize the importance of content over form.

For the purposes of this study, this review focuses on considerations in evaluation relevant to the two direct assessment measures employed. Holistic or global evaluation can be defined as the assigning of a single rating to a composition (usually based on a point scale (Brown and Bailey, 1984: 22). Analytic scoring utilizes a scoring matrix which isolates various characteristics of writing, scores these factors individually and totals these scores to arrive at a final grade (Ibid). Both measures rest on the assumption that numerical computations of the reader's responses will identify progress or competence in writing (Gere, 1980). This study utilizes the product analysis approach in that essays are graded and statistically analyzed. It is, however, grounded in the larger framework of an eight week language instruction program in which the researcher was one of the teachers whose students were helped to develop their composing processes. Therefore, this study is not purely a product analysis of ESL writing. The changing process of writing displayed in the essays is also of interest.

IV. 1. WRITING EVALUATION RESEARCH

The methods of evaluation discussed above have been applied to both L1 and ESL (L2) studies. Some of the issues which have been the subject of research in ESL studies will now be discussed. Horowitz (1986) examined the

type of tasks set in university classes and found that the academic writer was required "not to create personal meaning but to find, organize and present data according to fairly explicit instructions" (1986 : 455) Research by Evola, Mamer and Lentz (1980) as well as a study by Kaczmarek (1980) examine comparisons between global or holistic scoring and another type of scoring device in an attempt to ascertain the reliability of holistic scoring measures. The findings of Evola, Mamer and Lentz (1980) suggest that the holistic score is a better indicator of development in writing than is the evaluation of the use of cohesive devices. Kaczmarek's study shows high correlations between subjective and objective scores for the same essays, resulting in the conclusion that teacher's holistic judgements are as useful for assessment purposes as the scores of independent raters (1980: 151). Homberg (1984) attempts to determine whether holistic evaluations follow any sort of valid objective procedure. He comes to the conclusion that graders follow a "funnel of grading categories, where certain features are considered salient ...then other features or combinations of features determine further, more finely tuned categorizations" (p.103).

A study by Brown and Bailey (1980) utilizes an analytic scoring device based on scoring instruments used by Mullen (1977) and Jacobs, Zinkgraf, Wormoth, Hartfiel and Hughey (1981). Brown and Bailey modified their scoring grid after it had been pilot-tested by a group of experienced, practising ESL teachers at UCLA. Modifications were based on teachers' comments. The resulting grid focuses readers' attention on specifically defined criteria; the total score, the authors surmise, thus yields a more informative diagnosis of the writers' proficiency than a global score (p.28). This scoring grid was used to grade written work throughout a term of ESL upper-intermediate classes at UCLA, and was used to mark the sixty minute final examination essays written

by the students. The examination topic was a narrative comparison/contrast: "the advantages and disadvantages of studying in another country, and the value of such an experience" (p.29). Brown and Bailey's analysis focused on interrater reliability or the consistency of scoring across raters, and possible sources of error. Their findings reveal that scoring reliability was high ($r=.72$). If scores differed by more than 12 points they were assessed by a third rater. These findings parallel those of Mullen (1980) and Jacobs et al. (1981) for pairs of raters using a similar analytic scale. Brown and Bailey suggest that further research be done to see how well analytic scores correlate with other more objective or more subjective measures of ESL writing. They also speculate that the scoring grid as a teaching tool may promote the acquisition of writing skills required for academic writing.

This study utilizes the analytic scoring grid developed by Brown and Bailey (1980) and compares it to a six point global rating developed by Carlman (1984). It also explores the acquisition of writing skills as measured by the analytic scoring device at two points in time, the beginning and the end of an eight week English for Academic Purposes (EAP) course. Unlike Brown and Bailey, two different types of essay topics were used; one was descriptive whereas the other was an argument (Britton, 1976). The findings of this study attempt to address some of the issues raised by Brown and Bailey which are: interrater reliability, usefulness of the analytic scoring grid as a teaching device, and correlations between the analytic scoring matrix and a holistic scoring method.

IV. 2. TOPIC AND MODE VARIATIONS

The research on the influence of different modes or topics on writing has been a subject of much interest in both L1 and L2 studies. Carlman (1984) looked at the writing of high school L1 grade 12 students writing on different topics in two different modes of discourse. She also compared two scoring methods, holistic and rhetorical effectiveness scores. The subjects wrote 4 essays, two on transactional topics in which they were asked to take a position and support it, and two on expressive topics. Carlman found no significant difference between topics within the same rhetorical mode, but she found significant differences between modes for both scoring methods. The scores on the expressive topic were significantly higher than those on the transactional topic in all cases. Carlman notes that considerable theory suggests that the ability to write argument appears later in the cognitive development schedule of an individual. (Britton et al.,1975; Carlman, 1974; Dixon and Strata, 1982; Wilkinson et al. 1975, 1979, 1983). In conclusion, Carlman recommends that tests of writing should not give a choice of topics which represent different modes of writing, unless they require all students to write on topics in both modes of discourse. She states that having more than one sample of an individual's writing would also increase the reliability of the test. Dixon and Strata, in Wilkinson et al. (1983) define an argument as being characterized by a move from the general to the particular, and by logical linking of various general statements which interpret the persuasive point or significance of a story (p.9,10). They point out that arguments can be developed from narratives, and state that argument as a form should not be viewed as in opposition to narrative. This view of argument closely resembles that of the rhetorician K. Burke (1968).

A study by Quellmalz, Capell and Chou (1982) examines two questions related to the effect of mode on measurement of writing competence. They look at the issue of whether alternate discourse types (narrative and expository) tap different cognitive skills, thus producing different performances, or whether the direct (production) and indirect (recognition) are aspects of the tasks that result in different writing competencies. They found, in their survey of 200 grade eleven and twelve L1 students, that narrative essays received lower ratings than the expository essays (using an analytic scoring grid) on all five subscales and total scores. Quellmalz et al. conclude that the "knowledge structures and processing strategies activated by different writing aims and modes of responding are quite distinct" (p. 255). This study addresses issues raised in Carlman's work and claims that generalizations about a student's writing as revealed by a test must be referenced to the particular domain of discourse in which the student wrote.

The Test of English as a Foreign Language (TOEFL) examination, which is commonly used as a university entry requirement for ESL students, has recently had a new writing section added to it. TOEFL Research Report #15 (Bridgeman and Carlson, 1983) states that this was done in response to a survey conducted on the academic writing needs of graduate and undergraduate students at thirty-four American and Canadian universities. Professors from six graduate academic disciplines filled out the questionnaire; in addition, English professors responded regarding the needs of foreign undergraduate students. Findings reveal that writing skill was rated most highly as related to academic success by the graduate professors. Of particular importance to this study is the finding that descriptive skills were rated most highly by science professors, while skill in arguing was rated as very important for the English and social-science disciplines (Psychology professors rated both

as important). The compare/ contrast, argument and description of a graph were selected as the three most appropriate topic types by the professors surveyed; the compare/contrast and graph description topics were chosen by the test developers. The test which was developed was based on this survey and on the theoretical academic language acquisition framework developed by Canale (1983), Canale and Swain (1979) and Cummins (1983).

Greenberg (1986), in a discussion of the development of the TOEFL writing test, points out several problems with this new examination. She states that the choice of either a comparison/contrast essay with a defense of a position or an interpretation of a graph or chart is not satisfactory; the two types of topics cannot be compared and would seem to call for very different cognitive and linguistic skills (p.537). She also finds the time constraints inappropriate, as thirty minutes does not seem long enough to draft, compose and correct an academic essay. A six-point, criterion-referenced scoring scale used by trained readers will be the (direct) method used in the TOEFL writing test to evaluate the papers; Greenberg applauds this shift from the accepted use of indirect scoring methods. Greenberg also highlights some of the more interesting results of a validation study carried out on the TOEFL writing test. She notes that there was high interrater reliability (.80 to .85) and that, amazingly, the two different modes of writing did not elicit different writing scores. Bridgeman and Carlman (1983) argued that readers may adjust their standards depending on the topic and its task demands, which supports Greenberg's expectation that two different modes of writing should produce writing which would be given different scores. Greenberg, in conclusion, recommends that the TOEFL writing test require that students write on both types of topics so that the exam would have construct, face, content, and predictive validity (p.540).

IV. 3. CULTURAL CONSIDERATIONS

The effect of culture on writing has been a controversial area of research; Kaplan (1966, 1967) began this debate with an article which proposed that there were particular rhetorical patterns which could be identified in various languages (or language groups). Hinds (1983) explored this issue with Japanese and found a pattern of rhetoric not evident in English writing. Hinds supports Kaplan's claims but asserts that Kaplan's theory needs refinement. Mohan and Lo (1985) disagree strongly with Kaplan's model of Oriental patterns of rhetoric, and suggest that further research must consider such issues as the educational background and native literacy of the subjects. Kaplan and Hind suggest that negative interference is experienced by ESL students writing in English; Mohan and Lo, on the other hand, assert that positive transfer is likely. Conner and McCagg (1983) also looked at cross-cultural differences and explored Kaplan's theory by having both L1 and L2 students paraphrase English expository prose. They found "no indication of the type of transfer indicated by Kaplan in free compositions" (p.266). They do, however, note a greater attention to detail and support for generalizations in the L1 student's work and suggest that ESL student writers need to be supplied with a specified purpose and elaborated context.

Coe (1987) examines discourse structures of ESL writers that have also been examined using a "Grammar of Passages" (based on the work of rhetoricians such as Francis Christensen (1962) and Kinneavy (1971)). Coe also bases his work on the theory put forward by Kaplan. Chen Sun-I used the "Grammar of Passages" discourse matrix in a comparative analysis of argumentative discourse structures in Chinese and English (1986). She found that macro-level structures in Chinese newspaper editorials were characterized by more co-ordinate structures and that there were also more clauses, which

elaborated ideas at the micro-level, compared to English editorials. Chen suggests that language teachers need to be sensitive to the reading and writing problems that these discrepant discourse structures cause. (p.143)

IV. 4. OTHER EVALUATION RESEARCH TOPICS

Learner variables (Oller, Perkins and Mitsuhsa, 1980), error types (Kroll and Schafer, 1984) and reader response to errors (Mendelsohn and Cumming, 1987; Vann, Meyer and Lorenz, 1984) are issues which have also been explored. The latter two cited studies of reader response examined professors' ratings of ESL students' writing in university courses. Vann et al.'s study attempts to determine which common sentence-level (local) errors were found by a cross-section of faculty to be most serious. The responses generated a hierarchy of errors; word-order, tense, word choice and relative clause errors were judged most serious while spelling and other errors which native speakers tend to make were judged most acceptable (p.432).

Mendelsohn and Cumming examined the responses of professors in three disciplines to compositions written by ESL students in order to see if there was a common sense of the qualities which were present in effective essays. They found a difference between Engineering, English and ESL professors' ratings of essays. For example, an essay which had effective rhetorical organization but ineffective language use (grammatical errors) was consistently rated low by Engineering professors, in the middle range by the English professors, and given a high rating by the ESL instructors (p.21). Mendelsohn and Cumming suggest that it is difficult to determine all the complex procedures which go on in evaluating a composition from a holistic rating and recommend instead the use of analytic scales which identify categories of language use.

They also speculate that this type of study can help to inform academic writing program design.

IV. 5. EAP AND ESP EVALUATION RESEARCH

Another large body of research has explored the writing needs of ESP and EAP students (Christison and Krahnke, 1986; Graham and Beardsley, 1986; Kroll, 1979; McDonough, 1985; Ostler, 1980; Schmidt, 1981; Sun, 1987). Graham and Beardsley, in their description of an ESP program for pharmacy students, focus on the need for analysis of students' needs. Based on Yalden (1983), they suggest that the purposes, roles, and settings of the students be assessed. The communicative events, language functions, notions, discourse and rhetorical skills, grammar and lexicons and the varieties and levels of language (p. 231-232) which will be demanded of the students should also be considered when an EAP/ ESP program is being designed.

These studies have in some cases taken the form of surveys. Sun (1987) addresses the perceptions of Chinese students studying in Canada. Sun found that developing communicative competence for both academic and social needs was considered very important (p. 37). In particular, academic writing was rated as the second most important academic concern, after listening to lectures and interviews. Kroll (1979) also surveyed students. In this case, international students at an American university were compared to their American counterparts. Findings reveal that while both groups predicted that they would be required to write, the international students indicated that term papers in fields new to them would be their most challenging writing tasks.

Christison and Krahnke (1986) looked at ESL students' perceptions of their learning experiences and their use of English in academic settings at five American universities. Open-ended interviews were conducted, which revealed

that the majority of the 80 students surveyed (60%) felt writing was the most difficult language skill. Students also emphasized the importance of the receptive skills, listening and reading, in academic life.

Schmidt (1981) did a case study of one student in a job training program and describes the problems her subject experienced listening to lectures, taking notes and interpreting and answering essay examination questions. She particularly emphasizes the stresses of time constraints on ESL students. The opinions of both teachers and students were gathered in Ostler's (1980) study of EAP students at the American Language Institute at the University of Southern California. Ostler reports a clear distinction between the needs of graduate and undergraduate students. She suggests that students be assessed in the first two weeks of the semester of English classes so that they can be helped in the areas in which they are not competent, and recommends that graduate students be taught how to prepare and give talks as well as how to write research papers (p. 500-501).

McDonough (1985) explores EAP students' problems in writing academic essays and advocates a method of writing instruction which involves the students themselves setting research questions which they answer under examination conditions. McDonough maintains that this type of writing practice coupled with discussions of demands and expectations and assessment methods serves to provide realistic preparation for academic courses.

All of these studies point out the importance and difficulty of academic writing for ESL students. It is obvious that, in order to be successful in their studies, ESL students must be able to write acceptable academic papers, whatever "acceptable" is in their particular field.

V. ACADEMIC LANGUAGE ACQUISITION

One question which has been the focus of debate is the problem of what constitutes effective (or acceptable) academic writing for ESL students in university programs. As is evident from the reviews of the research on reader responses, the definition of effective academic writing in English varies from discipline to discipline; one could speculate that it varies from country to country also. A brief review of the literature on academic language acquisition will reveal some of the difficulties associated with this problem.

Cummins (1979a, 1979b, 1980, 1982) has proposed and discussed a model of language acquisition which suggests that there are two sorts of language proficiency. Cummins suggests that cognitive academic language proficiency (CALP) involves aspects of language proficiency related to the development of literacy skills (in both L1 and L2), whereas basic interpersonal communicative skill (BICS) involves "cognitively undemanding manifestations of language proficiency in interpersonal situations" (1980:28). CALP includes "vocabulary-concept knowledge, metalinguistic insights and knowing how to process decontextualized language" (Cummins, 1979a:242). It is important to note that part of Cummins' distinction rests on the idea that everyday communication tends to take place in a context where the language is supported by a wide range of paralinguistic and situational cues, while communication in a classroom is context-reduced and relies heavily on linguistic cues to meaning, which means that knowledge of the language is necessary for messages to be interpreted successfully (1983:36). Cummins suggests that CALP is more important than BICS in the academic success of ESL students.

Much of Cummins' research has been done on bilingual programs for children in Canada; his distinction between the type of language proficiency necessary for everyday life and that required for academic situations is, however, transferrable to adult ESL students. Of particular relevance to this study is Cummins' suggestion that "language skills in context-reduced situations can be most successfully developed on the basis of initial instruction which maximizes the degree of context-embeddedness" (1983:37). The EAP program which this study examines took advantage of the fact that all the students were employees of a distance education university by using the subject of distance education as the focus for academic reading, writing and discussion.

Spolsky, in a discussion of how a comprehensive theory of language learning can be formulated, states the central question as "who learns how much of what language under what conditions?" (1985:269). Thus, the learner, the process of learning, the criterion for having learned, what language is learned (variety, mode or dialect) and the conditions in which the learning takes place become prime considerations. This evaluation of ESL students' academic writing focuses on the criterion for having developed proficiency in academic writing; the trained ESL instructors' judgements of essay writing is taken as the judgement criterion. This study also addresses, in its description of the students, their purposes and the programme, the other aspects of language learning which are stressed by Spolsky.

VI. SUMMARY

This chapter has reviewed the literature related to the evaluation of writing in several stages. First, the history of second language instruction in general and writing instruction in particular was examined. Next, the two

dominant paradigms presently utilized in research on writing and writing evaluation were examined: the process approach and the product approach. The T-unit, as a popular product measure of analysis, was discussed. Various studies which utilized a process approach were reviewed. Other considerations of vital interest in writing evaluation research, such as teacher response, effect of topic, task and mode, and the usefulness of various scoring methods were also considered. Studies which focused on concerns particular to ESP and/or EAP were also reviewed. Finally, theories of academic language acquisition relevant to this study were documented.

CHAPTER THREE

METHODOLOGY

This chapter examines, from the combined perspectives of instructor and researcher, the subjects and the English language instruction program utilized in this study. The experimental design, procedures, markers and analysis employed in gathering, grading and assessing the data for this study are also described.

SUBJECTS

The subjects of this study were nine adult Indonesians, ranging in ages from 24 to 39, who were students at SFU for a ten month period in 1987. All of the subjects are employees of the distance education University, UT, in Jakarta, Indonesia. They were at SFU to commence graduate studies in education, in the field of distance education. The programme began with an eight week ELO course. All the students took this course.

Three women and six men formed the group (see Appendix II). Six of the nine students are married; two of the students are husband and wife. Several of the students had young children at home. Two more students, both male, joined the program three and six weeks late respectively. Their delays were due to health and funding problems. They were not used as subjects in this study because their experiences in learning English differed.

The language backgrounds of the students is of interest to this study. Unlike many ESL students, English is not the second language of these students; rather it is their third or fourth language (see Table 1).

Table #1 Student's Language Background

Student	Language 1	Language 2	Language 3	Language 4
1	Sundanese	Bahasa Indonesian	English	
2	Javanese	Bahasa Indonesian	English	
3	Javanese	Bahasa Indonesian	Sundanese	English
4	Javanese	Bahasa Indonesian	English	
5	Bahasa Indonesian	Javanese	Sundanese	English
6	Sundanese	Bahasa Indonesian	English	
7	Sundanese	Bahasa Indonesian	English	
8	Javanese	Bahasa Indonesian	English	
9	Javanese	Bahasa Indonesian	Sundanese	English

As is evident, all students speak at least three languages: their mother tongue (Javanese or Sundanese), Bahasa Indonesian, the national language of Indonesia, and English.

All of these students have studied English in school for at least four years. Several of the students had also taken some English courses at university or college, or privately. As explained in the introduction, all were tested before being accepted into SFU's graduate program; the ELO course was seen as necessary to the students' academic success in the programme.

The students' programme entry level English was measured by the Cambridge English Language Test, ELTS, administered by the British Council in Jakarta. Scores on this exam range from 9 (high) to 1 (low). The results shown in table 2 give each student's rating for each subcategory as well as their overall score. There was a range of abilities in English among the students, but all of them were in need of further instruction in writing academic level essays in

English. Initial contact with the students made it clear that most of the students had oral skills which enabled them to function socially without too many miscommunications; it was evident that the focus of the ELO course should be on English for the academic setting. However, one student made many errors in English syntax and had severe pronunciation problems which made him rather difficult to understand.

Table #2 - ELTS Scores (1987)

Student	Reading	Listening	Study skills	Writing	Interview	Overall Band
1	3.5	3.5	5.0	5.0	6.0	4.5
2	4.0	5.5	5.5	5.0	6.0	5.0
3	4.0	5.0	5.5	5.0	6.0	5.0
4	4.5	4.5	4.0	6.0	6.0	5.0
5	5.0	5.5	5.5	5.0	6.0	5.5
6	3.5	5.0	4.0	5.0	7.0	5.0
7	4.0	4.0	4.0	5.0	6.0	4.5
8	4.0	4.5	4.5	5.0	6.0	5.0
9	5.5	6.5	6.5	5.0	6.0	6.0

The educational backgrounds of the nine students were quite diverse. Only one student had an Education degree; he had specialized in Indonesian philosophy and moral education. Two others had trained as language teachers, one in French and one in English. The others held degrees in veterinary science, mathematics, biology, agriculture, political science and

communications. Thus, most of the students possessed very little theoretical background in educational research.

All of the students had been employed at U.T. for at least one year. Their jobs ranged from material editors to student services to computer work. Most of the students had a fairly clear idea of how studying at SFU would help them to improve their careers at U.T., and wanted to learn as much as possible. Hence, the motivation of the students towards tasks which they viewed as directly related to distance education was high. Their motivation to learn English fluctuated; as they had to write essays in courses in order to gain grades, writing provoked anxiety and concern as well as effort from almost all of the students.

PROGRAM

The ELO program at SFU was designed and taught by two experienced ESL teachers. I was one of the teachers, hence my interest in the writing of these students. The programme was, as explained in the introduction, the second of three conducted for the three cadres of Indonesian students. With the advantages of hindsight and experience, the 1987 programme was altered somewhat from the previous year. Class hours were shortened from six to five hours a day, and a concurrent credit course in foundational education philosophy was taught twice a week for three hours on Tuesday and Thursday mornings for the last six weeks of the ELO course. Although this consumed some of the time available for English instruction, it was felt that the students needed both the experience of the demands of an academic course as well as the background information on educational concepts and theories. With the support of the English instructors, this course provided a way to ease the students into their academic program.

The English classes began at 9:30 a.m. each day and ended at 3:30 p.m. with a one hour lunch break. The total amount of English instruction over the eight weeks was 152 hours. Students spent the majority of these hours in whole class instruction; however, four afternoon hours a week were used as 15-20 minute individual tutorials and one afternoon a week (approximately) was utilized for such activities as library tours and field trips.

The two teachers split the instruction time equally but shared the field trips. The other teacher focused on academic reading skills while I concentrated on writing skills; both of us had guest speakers come to the class and had students take notes and ask questions. Both teachers also required that students make written summaries and oral presentations, and learn to use library facilities. The planning for class activities was done through consultation with the other teacher and through feedback from the students on what they were finding difficult.

Writing instruction initially focused on sentence and paragraph level problems. All of the students except one (who had recently completed an English course) were unused to writing in English and found it difficult to write lengthy essays and to organize and express their thoughts. As with the students from the previous year, the class preferred doing concrete grammar exercises to being asked to write an essay. It appeared, for example, that they felt more confident doing an exercise in which they were asked to change verbs in sentences from one tense to another because they could (in most cases) accomplish this task successfully; however, when their attention was focused on content in essay writing, they made numerous grammatical errors. They were often unable to transfer their grammatical knowledge to their paragraphs and essays. Group brainstorming and editing sessions were used as way to help students improve their writing; students found it difficult to proof-read and

work together initially but later grew accustomed to this "process" writing approach.

By the third week of the programme, students were writing short essays. They were also asked to do short (one page) essays for their credit course in the fourth and successive weeks. The professor of the credit course referred those students with low marks on their assignments to me for help with their writing. Students were individually assisted with their course essays and they were allowed to rewrite and resubmit them. Some of the problems evident in both essays written in class and assigned writing were dealt with through formal instruction. Writing instruction in English classes focused on organization, logical development and stylistic devices as well as grammar and punctuation skills. Students practised writing topic sentences, using co-ordinating and subordinating conjunctions, writing outlines, writing conclusions and sequentially developing the body of essays.

Essays and paragraphs written by the students for the English class were, apart from short paragraphs, marked using the Brown and Bailey analytic scoring device used in this study. Three essays by each student were marked this way and returned to the student, who could discuss the teacher's comments with her in tutorial hours.

By the end of the ELO, the students were writing essays of up to one thousand words in length. They were also beginning to develop the skills of integrating and synthesizing, as they were asked to use readings and references in their work. All of the students, despite their increase in speed, ease and confidence when writing in English, still made many grammatical errors. Contrastive analysis of Bahasa Indonesian and English would seem to indicate that some of these errors, such as the omission of articles, confusion with prepositions and tenses and difficulty with pronouns, are due to differences

between the languages. Indonesian languages, for example, indicate time through adverbials rather than tense changes of verbs. Contrastive analysis was not, however, a purpose of this study.

The ELO instruction was followed by ongoing tutoring of the students, which I undertook. Approximately twelve hours of tutorial time was spent with the students each week in the summer semester; during the fall the students each received one hour of tutoring each week.

EXPERIMENTAL DESIGN

Data were collected during the second week of the ELO course and again during the final week of the course. Two types of essays were written at each time, a comparison/ contrast essay which relied on personal experience for its content and can therefore be considered a narrative essay, and a position paper which required that the student read a part of a short article, choose a position, and write an essay to support it. I have chosen to label the latter an argument. Thus, this study investigates not only the student's progress in writing over time, but also compares his/her abilities to write two types of essays, narrative and argument.

The two narrative task prompts were worded in very similar ways and did not stipulate either the audience for whom the students were writing, or their purpose for writing. Topic 1, which was written by all nine students at time 1, is a topic which was utilized successfully in Brown and Bailey's study (1980):

Topic 1: Please write a well organized essay giving, in your opinion, the advantages and disadvantages of studying in another country, and the value of such an experience.

Topic 2, which was written by all students at time 2, concerns the problem of culture shock, which had been discussed several times in English classes.

Topic 2: In a well organized essay, please explain culture shock, and your own experience of culture shock in Canada. Has experiencing culture shock, in your opinion, had a positive or negative effect on you?

The two argument essay topics concern distance education, as it is the subject the students were studying. Again, the task instructions for each topic were similar; in this case both the audience and the purpose of the essay were stipulated. Each task was accompanied by a one page excerpt from articles on distance education students. The topic 1 reading concerns the obstacles which face distance education learners. Students were asked to apply the discussion in the reading to the situation at UT and to synthesize the information from the reading with their own ideas.

Topic 1: Please read the short article on the distance education learner carefully. Then give, from your ideas and opinions, a plan for dealing with one of the obstacles which face distance education learners in Indonesia. (The article lists several obstacles which distance education learners usually have to confront. These problems may or may not be the same as the problems students at U.T. have to confront.) You are writing this essay to present to Canadian graduate students in a seminar to convince them that your plan will be

both practical and useful. Please make use of ideas from the article in your work. You have one hour in which to write.

The topic 2 reading discusses three types of adult distance education learners. As in the first task, the students are asked to both apply and synthesize the information from the reading in their essay.

Topic 2: Please read the short article on the self directed learner in distance education carefully. The author gives three types of adult learners and their qualities. What qualities do you think are important for a student to possess in order for the student to be a successful learner at Universitas Terbuka? What qualities will cause problems for the student? You have one hour in which to write using your own ideas and opinions. You are writing so that you can make a presentation to your Canadian fellow graduate students and professor in a seminar. Please make use of ideas from the article in your essay.

In order to "blind" myself and the other marker, half of the nine students wrote on topic 1 (of the argument topics) and the other half wrote on topic 2 at each time. Therefore, five students wrote on topic 1 and four students wrote on topic 2 at time 1. At time 2, the students wrote on the topic they had not written on at time 1. Figure 1 shows the procedure used to administer all of the essay tests.

Figure #1 - Test Administration

March 11	March 12	April 21	April 22
Arguments	Narratives	Narratives	Arguments
Test 1 -5 students	Test 1 -all	Test 1 - 4 students	Test 2 - all
Test 2 -4 students		Test 2 - 5 students	

The narrative test 1 was administered on March 11, 1987 at 9:30 am and I explained to the students that these essays were to be used as data for my thesis. The argument topics were administered on March 12, 1987 at 9:30, and the same explanation was given. The tests were given in the morning before doing any other work as this seemed to be the optimum conditions in which the students could write.

The final, time 2 essays were administered on April 21 and 22, 1987. On April 21, the students were given the tests in the afternoon at 1:30, on April 22 the test was administered in the morning before doing other work, and were given a brief explanation of the purpose of the data collection. I administered the argument essay on April 22, and my co-teacher gave the students the narrative essay on April 21.

As is shown in figure 1, a total of 36 essays were collected. The two latecomers also wrote the time 2 essays, but their four essays were discounted for reasons previously given, and were instead used as practice or training essays for the raters.

SCORING DEVICES

The two methods used to evaluate the data were an analytic scoring device and a global scoring device. The analytic scoring device has five

subcategories: organization, logical development, grammar, punctuation, spelling and mechanics and style. Each subcategory is graded out of a total of 20 points. The points are totaled for the final grade which is out of 100 (see appendix C). This scoring device, which was developed by Brown and Bailey (1980), gives a detailed description of appropriate marks for qualities and errors in each subcategory.

The marker using the global scoring device allocates a single number to an essay for her holistic impression of the essay. The grade ranges from 1 (low) to 6 (high) (see appendix C). A general description of strengths and weaknesses at each grade level is given, which is based on the global scoring device used by Carlman (1984).

All essays were typed by a hired typist before being marked, to disguise author identities and to remove the effect of the variable of handwriting. All markers received copies of the four topics and readings (see appendix A) as well as copies of the analytic and global grading scales (see appendix C).

MARKERS AND MARKING PROCEDURES

The three markers who graded the data for this study are all experienced ESL instructors. One has spent seven years teaching academic English at the University of Kuwait. She holds a masters degree in ESL. Another taught a range of programmes for four years in Japan and had also taught for one year in Canada. I was the final marker; I have taught for one and a half years in Japan as well as over two years in Canada.

The global marking and the analytic marking were each done by two raters. The analytic scoring was done by one of the hired raters, and the global scoring was done by the other hired rater; I was the second marker in each case. I explained the use of each scale and together the other marker and I

went through two practice essays. Following this, each marker graded the essays independently. When the grading was completed, raters together checked the scores given. Any disagreements of more than 20 points for the analytic scale and of more than one point for the global scale were discussed and the essay in question was remarked by the third rater, one of the hired raters. This occurred in three cases with the analytic scale and in five cases with the global scale. This follows the procedure utilized by Brown and Bailey (1980).

STATISTICAL ANALYSIS

The data were analyzed in several steps. First of all, the correlation of the two raters' scores for each type of essay was assessed. Once the interrater reliability had been established, the two scores for each essay were averaged. Next, a three way analysis of variance, which had three repeated measures, time, essay type and scoring method, was calculated. Finally, the scores for the subcategories of the analytic grading scale were averaged and analyzed for significant variation using an analysis of variance.

FURTHER ANALYSIS OF THE DATA: DISCOURSE ANALYSIS

After the statistical analysis was completed, it was decided to explore the data further. The scoring of the data had raised a question; did the essays written on the narrative topics actually constitute narratives and did the arguments really have the characteristics of an argument? In order to answer this question, a definition of an argument and a definition of a narrative were developed, based on the work of Davis (In Wilkinson, 1986). The essays were assessed according to these models.

The five paragraph argument essay, a standard essay format in English writing classes, was also taught in the ELO course. This model stipulates that an essay should have an opening paragraph which states the focus of the essay, a body (of three or more paragraphs) which is logically developed and which demonstrates support for the ideas, and a concluding paragraph which summarizes and links to the opening paragraph. This essay form was used as a model for the discourse analysis of the essays. Both the statistical analysis and the exploratory analysis of the data is discussed in the next chapter.

SUMMARY

This chapter describes the students who are the subjects in this study, including their educational background and English qualifications. The ELO programme is also further delineated. The experimental design of the study is detailed, including the four essay tests which were administered, administration procedures and the evaluation scales used to grade the essays. The raters and the method they used for rating the essays is also given. Finally, the types of statistical analysis used in this study are described, and the reasons for further, discourse analysis of the essays is explained.

CHAPTER FOUR

ANALYSIS AND RESULTS

INTRODUCTION

The results given in this chapter are based on the scoring of thirty -six essays written by nine adult Indonesian ESL students. The essays were written at two different times, at the beginning and end of an eight week academic English program. Two different types of essays were written: arguments and narratives. Each essay was graded a total of four times, using two different scoring methods.

INTERRATER RELIABILITY

Two raters, working independently, graded each paper using the analytic scoring device; two other raters also independently graded each paper using the global scoring method. The analytic score allowed a possible total of 100 marks, while the global method was out of a possible 6 marks. Disagreements of more than 20 points for the analytic scale and more than 1 point for the global scale resulted in the essay in question being re-marked by a third rater. This occurred in eight cases, five using the global scoring device and three using the analytic scoring method.

The raw scores were assessed for interrater reliability. The scores of 40 essays, including the four trial or training essays, were used in this calculation. A Pearson correlation was computed to estimate the interrater reliability for

each scoring method. The correlation was .94 for the analytical scores and .77 for the global scores (see Table 3). A (2 tailed) t-test was also calculated. Interrater reliability was considered to be adequate according to the standard used by Brown and Bailey ($r=.72$); the two (analytic or global) scores (one from each rater) for each essay were therefore averaged. The averaged scores were used for all further calculations.

Table #3 - Interrater Reliability (n=40)

	Marker 1	Marker 2	t test	Correlation
Analytic Score Mean	59.15	59.73	0.08	.94
S.D.	15.41	17.70		
Global Score Mean	3.08	2.97	1.87	.77
S.D.	1.27	1.37		

SCORING RESULTS

In order to be able to compare the scores for the two different scoring methods, the global scores were adjusted to percentages. Following this, a two way analysis of variance (Anova) was calculated for each scoring method. Table 4 shows the Anova results for the analytical scoring device. A significant difference ($p.>0.022$) was found for analytic scores over time. However, there was no significant difference for essay type over time. Table 5 shows the Anova results for the global scores. Again, there was a significant difference for global

scores over time ($p=0.001$), but in neither case was there a significant difference for essay type or for essay type by time interaction.

Table #4 - Analytic scores - Analysis of Variance

Source	Sum of Squares	D.F.	Mean Squares	F Ratio	Probability
S-Within	2078.438	8.	338.555		
A (Essay type)	1.160	1.	1.160	<1.0	0.939
AS-Within	1505.938	8.	188.242		
B(Time)	1501.559	1.	1501.559	8.046	0.002
BS-Within	1493.000	8.	186.625		
A B	138.059	1.	138.059	1.479	0.259
ABS-Within	746.938	8.	93.367		

Table #5 - Global Scores - Analysis of Variance

Source	Sum of Squares	D.F.	Mean Squares	F Ratio	Probability
S-Within	3221.125	8.	402.641		
A (Essay Type)	1.934	1.	1.934	<1.0	0.922
AS-Within	1508.375	8.	188.547		
B (Time)	6714.352	1.	6714.352	51.380	0.001
BS-Within	1045.438	8.	130.680		
AB	48.234	1.	48.234	<1.0	0.673
ABS-Within	2017.500	8.	252.188		

The marginal means and standard deviations were calculated for each scoring method (see Table 6). The analytic mean for time 1 was 54.80, while the global mean was 38.88. At Time 2, the analytic mean was 67.89, and the global mean was 66.20. Graph 1 shows differences in means more clearly.

Table 6 Marginal Means and S.D.

(N = 36)	Time 1		Time 2	
Analytical Scores	54.81	S.D.15.90	67.89	S.D.11.74
Global Scores	38.72	S.D.11.73	65.47	S.D. 8.32

Differences in Means over Time

100
75
50
25
0

Pre-test

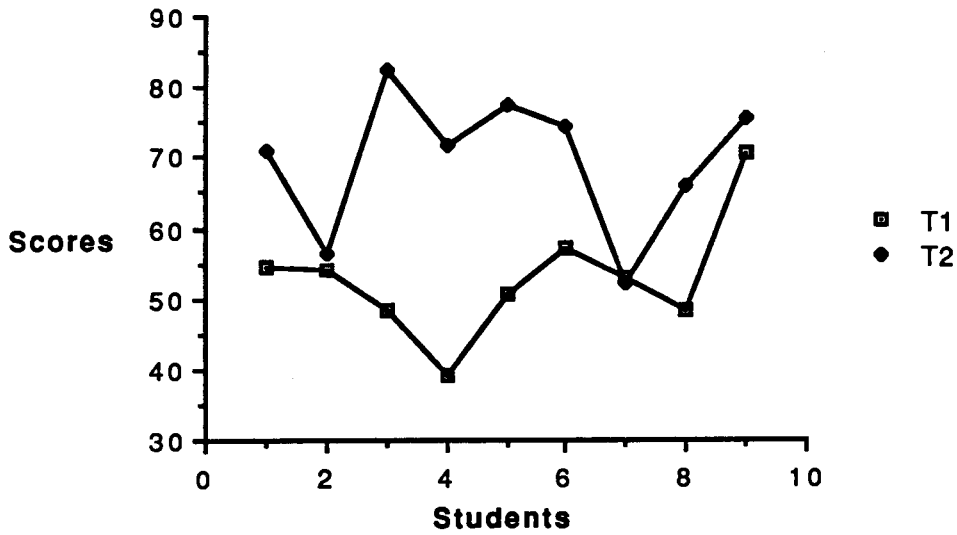
Post-test

An analysis of variance with three factors, all of which are repeated was then calculated, which included both the analytic and the global scores. The three variables were scoring method, essay type and time. As can be seen in Table 7, there is a significant difference ($p < .05$) in essay scores over time ($p = 0.001$) and in scoring method over time ($p = 0.028$). There was no significant difference between essay types, or between essay types over time, or in scoring method and essay type over time.

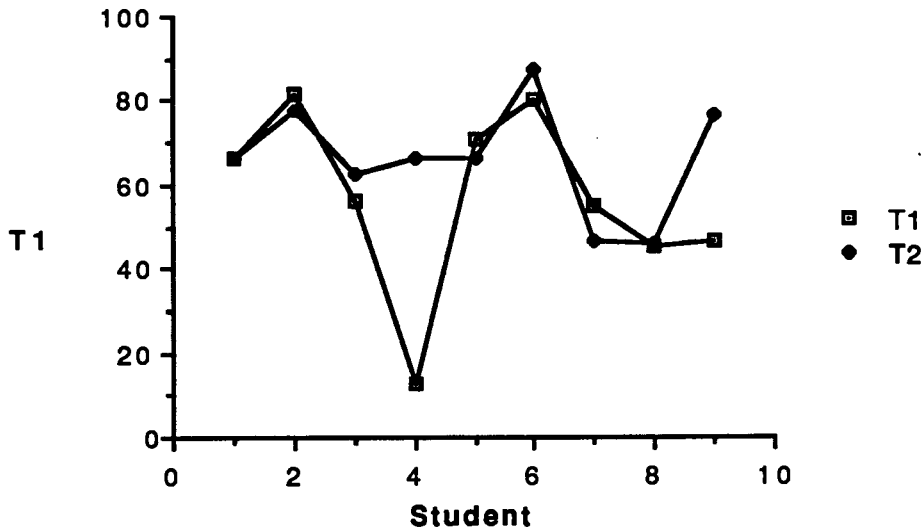
Table #7 - Summary Table - Analysis of Variance

Source	Sum of Squares	D.F.	Mean Squares	F Ratio	Probability
A (Score M.)	1421.438	1.	1421.438	3.836	0.068
S-Within	5929.500	16.	370.594		
B (Essay type)	0.070	1.	0.070	<1.0	0.985
AB	3.023	1.	3.023	<1.0	0.901
BS-Within	3014.313	16.	188.395		
C (Time)	7283.180	1.	7283.180	45.907	0.001
AC	932.730	1.	932.730	5.879	0.028
BC	174.727	1.	174.727	1.011	0.330
ABC	11.566	1.	11.566	<1.0	0.799
BCS-Within	2764.438	16.	172.777		

Analytic Scores of Argument Essays

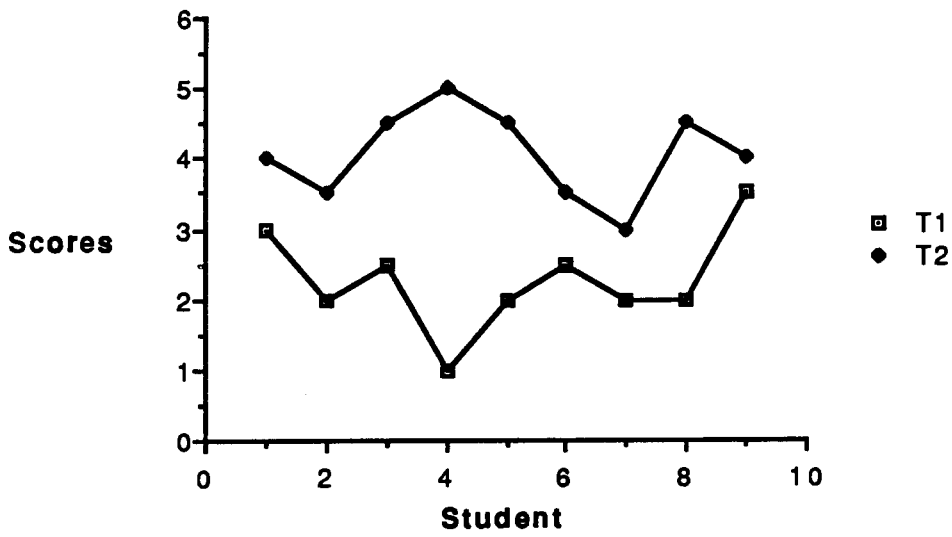


Analytic Scores of Narrative Essays

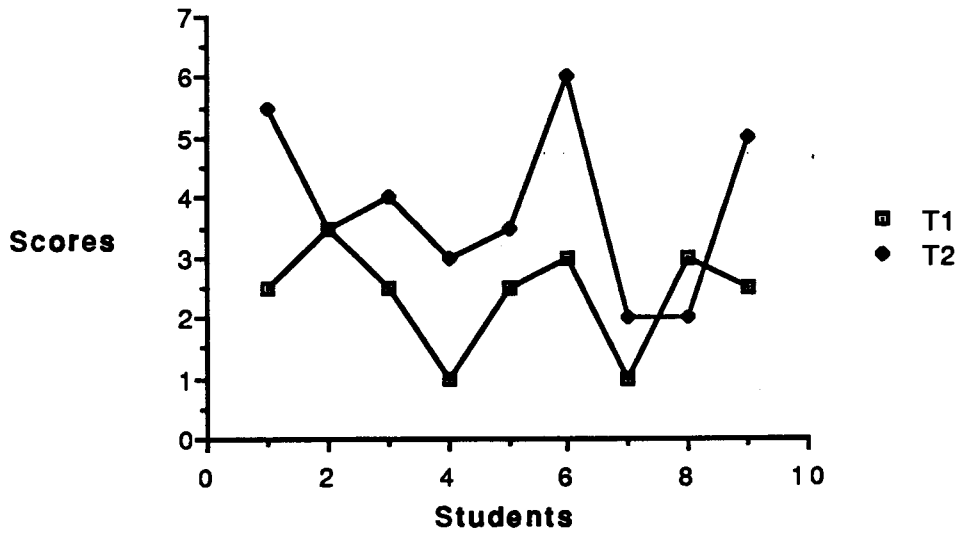


Graphs 2, 3, 4, and 5 show clearly the changes in score distributions over time. As is evident in these tables, scores increased at time two for both arguments and narratives, for both scoring methods.

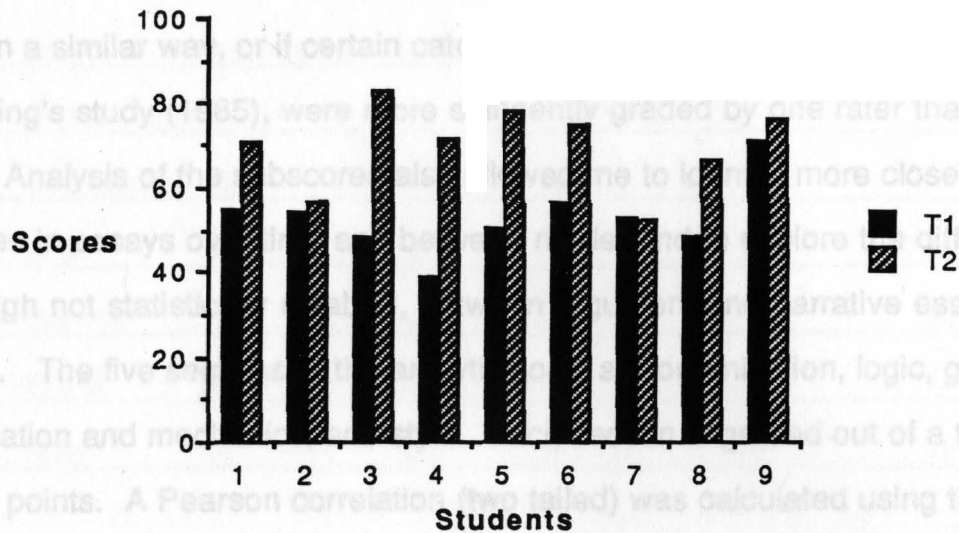
Global Scores/Argument



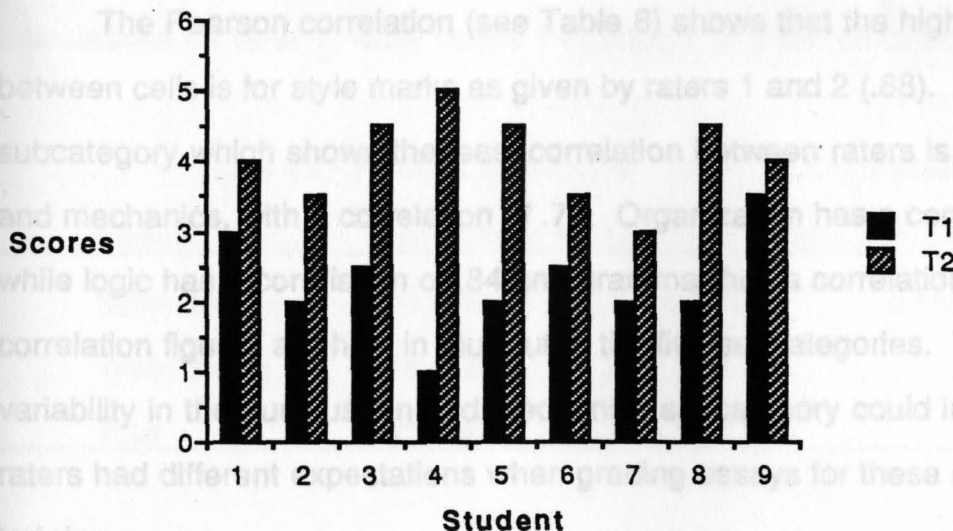
Global Scores of Narrative Essays



Analytic/Argument: Individual Students



Global/Argument: Individual Students



Bar Charts 1 and 2 show the individual student's argument scores, both analytic and global, comparing the pre-test and the post-test.

ANALYTIC SUBSCORES

The analytical scale, which utilizes a five-part rating system, was the subject of further scrutiny. Although the raters had both been trained in the use

of the scale, I was interested in determining if the two raters actually utilized the scale in a similar way, or if certain categories such as grammar, as suggested in Cumming's study (1985), were more stringently graded by one rater than the other. Analysis of the subscores also allowed me to identify more closely changes in essays over time and between mode, and to explore the difference, (although not statistically reliable), between argument and narrative essay scores. The five sections of the analytic scale are organization, logic, grammar, punctuation and mechanics, and style. Each section is graded out of a total of twenty points. A Pearson correlation (two tailed) was calculated using the subcategory scores given by rater 1 and rater 2 and an Anova was calculated for each of the subsections for scores on all essays (see tables 9 to 18).

The Pearson correlation (see Table 8) shows that the highest correlation between cells is for style marks as given by raters 1 and 2 (.88). The subcategory which shows the least correlation between raters is punctuation and mechanics, with a correlation of .70. Organization has a correlation of .82, while logic has a correlation of .84 and grammar has a correlation of .85. The correlation figures are high in four out of the five subcategories. The greater variability in the punctuation and mechanics subcategory could indicate that the raters had different expectations when grading essays for these skills, despite training.

Table 8 - Pearson Correlation - Analytic Subscores

Rater 2	Organization	Logic	Grammar	P. & M.	Style
Rater 1 (n=36) (p<1.0)					
Organization	.82	.74	.47	.60	.77
Logic	.80	.84	.53	.60	.86
Grammar	.63	.63	.85	.70	.75
P. & M.	.64	.68	.72	.70	.74
Style	.81	.85	.61	.67	.88

The analytic subscores given by each rater were evaluated individually, so that comparisons could be made between raters. Tables 9 through 13 show calculations for rater 1, while tables 14 through 18 show calculations for rater 2.

Table #9 - Analytic Subscores - Rater 1 - Organization

Source	Sum of Squares	D.F.	Mean Squares	F Ratio	Probability
Between Groups	100.9722	3	33.6574	3.8650	.0182
Within Groups	278.6667	32	8.7083		
Total	379.6389	35			

Table 10 - Analytic Subscores - Rater 1 - Logic

Source	Sum of Squares	D.F.	Mean Squares	F Ratio	Probability
Between groups	161.4167	3	53.8056	3.6461	.0228
Within Groups	472.2222	32	14.7569		
Total	633.6389	35			

Table #11 - Analytic Subscores - Rater 1 - Grammar

Source	Sum of Squares	D.F.	Mean Squares	F Ratio	Probability
Between Groups	21.0000	3	7.0000	.7461	.5326
Within Groups	300.2222	32	9.3819		
Total	321.2222	35			

Table #12 - Analytic Subscores - Rater 1 - Punctuation and Mechanics

Source	Sum of Squares	D.F.	Mean Squares	F Ratio	Probability
Between Groups	29.6389	3	9.8796	1.1482	.3446
Within Groups	275.3333	32	8.6042		
Total	304.9722	35			

Table #13 - Analytic Subscores - Rater 1 - Style

Source	Sum of Squares	D.F.	Mean Squares	F Ratio	Probability
Between Groups	80.6667	3	26.8889	3.5918	.0241
Within Groups	239.5556	32	7.4861		
Total	320.2222	35			

An analysis of variance was done for each of rater 1's subcategory scores for both rhetorical types. There is a significant difference ($p < .0182$) over time in organization subscores, and a significant difference ($p < .0228$) in the logic subcategory. There is no significant difference between time 1 and time 2 in the grammar or punctuation and mechanics subscores given by rater 1. There is a significant difference ($p = .0241$) for subscores for style given by rater 1 at time 1 and time 2.

The next five tables show calculations based on rater 2's subscores. There is a significant difference ($p=.0335$) between scores given by rater 2 for organization at time 1 and time 2. There is also a significant difference ($p=.0258$) between scores given by rater 2 for logic at time 1 and time 2. There is no significant difference between scores given on the grammar, punctuation and mechanics or style subcategories by rater 2 at time 1 and time 2, although the analysis for style approaches significance.

Table #14 - Analytic Subscores - Rater 2 - Organization

Source	Sum of Squares	D.F.	Mean Squares	F Ratio	Probability
Between Groups	150.0000	3	50.0000	3.2787	.0335
Within Groups	488.0000	32	15.2500		
Total	638.0000	35			

Table #15 - Analytic Subscores - Rater 2 - Logic

Source	Sum of Squares	D.F.	Mean Squares	F Ratio	Probability
Between Groups	158.4444	3	52.8148	3.5275	.0258
Within Groups	479.1111	32	14.9722		
Total	637.5556	35			

Table #16 - Analytic Subscores - Rater 2 - Grammar

Source	Sum of Squares	D.F.	Mean Squares	F Ratio	Probability
Between Groups	16.7500	3	5.5833	.4172	.7418
Within Groups	428.2222	32	13.3819		
Total	444.9722	35			

Table #17 - Analytic Subscores - Rater 2 - Punctuation and Mechanics

Source	Sum of Squares	D.F.	Mean Squares	F Ratio	Probability
Between Groups	18.0833	3	6.0278	.5978	.6211
Within Groups	322.6667	32	10.0833		
Total	340.7500	35			

Table #18 - Analytic Subscores - Rater 2 - Style

Source	Sum of Squares	D.F.	Mean Squares	F Ratio	Probability
Between Groups	94.4444	3	31.4815	2.7049	.0618
Within Groups	372.4444	32	11.6389		
Total	466.8889	35			

To sum up the finding of the analysis of the analytical subscores, both raters show a significant difference in scores over time in the organization and logic categories. Style was significantly different over time for rater 1 only, although the difference is very close to significant for rater 2 ($p=.0618$). There was no significant difference over time for either the grammar or punctuation and mechanics scores given by raters 1 and 2.

These data indicate that the students' writing improved primarily in the areas of logic and organization and style. Improvements in grammar and in punctuation and mechanics were not significant. Despite higher variability in the punctuation and mechanics subcategory, neither rater noted any significant improvements in students' skills in this area over time. As can be seen from the tables, both raters judge there to be a similar improvement in the organization and logic subcategories.

In order to compare the differences between the two essay types, Scheffé procedure multiple range tests were done on each subcategory for each rater. The results of these are shown in table 19. There was a significant difference in two cases between the mean scores. The first difference is between argument scores at time 1 and argument scores at time 2 for the organization subcategory, as shown by rater 1. The second difference, according to rater 2, is in the logic subcategory, again between argument scores written at time 1 and argument scores written at time 2. These calculations demonstrate that the students, who were unable to write an adequate argument at the beginning of the ELO program, became more capable of writing a well-organized and logical argument at the end of the eight weeks of English classes. Their narrative writing ability, which was adequate at the beginning of the course, improved also.

Table #19 -Scheffé Procedure Multiple Range Tests Results
(Combined scores of homogeneous groups)

Groups significantly different at $>.050$ level - Rater 1 - Organization

3 (Argmt. T1)	1 (Narr. T1)	2 (Narr. T2)	4 (Argmt. T2)
11.56	12.00	13.89	15.78

Groups significantly different at $>.050$ level - Rater 2- Logic

3 (Argmt. T1)	1 (Narr. T1)	2 (Narr. T2)	4 (Argmt. T2)
8.88	11.66	13.55	14.33

FURTHER ANALYSIS OF THE DATA : DISCOURSE ANALYSIS

One of the questions raised in the grading and analysis of the essays concerned essay type. Two of the essay topics were constructed to elicit

narrative essays, while the other two were designed to elicit arguments. In order to explore the data to see if the essays written really did fit the mode requested, definitions of narrative and argument essays were developed. These definitions are based on a taxonomy of essay types developed by Davis (in Wilkinson, 1986), who bases her work on that of Britton (1966, 1975, 1977) and Wilkinson et al.(1980).

A **NARRATIVE** is an account of an event, real or imaginary. The author may relate this event in first, second or third person, and may use the event as a way to describe people, places or objects, to express a moral or belief of some kind, or for introspection or evaluation. The essay may be sequentially ordered, or may be organized around a theme or main idea.

An **ARGUMENT** is an attempt to present a point of view or position. It is characterized by an awareness of audience and by an attempt to persuade this audience to accept or reject the point of view being presented. It often begins with a statement of intent (thesis statement) and continues with supporting arguments, which may take the form of facts or examples. The discussion is generally impersonal in style until the concluding paragraph, which often gives the author's own opinion or solution.

Both types of essays are generally organized into opening, body and closing paragraphs. A narrative is usually considered to be a less "formal" essay; the register may be quite casual in comparison to an argument. Although an essay may be classified as having (primarily) the characteristics of, for example, an argument, it may also contain other rhetorical elements such as description or comparison/contrast.

The thirty-six essays were re-examined by the author according to these definitions and were categorized as narrative or argument essays. Table 20 below shows the results of this stage of the analysis. At time 1, none of the students wrote an essay which clearly conform to the argument definition in response to the argument topic.

Table #20 - Analysis of Essays for Rhetorical Type

Student #	Time 1		Time 2	
	Argument	Narrative	Argument	Narrative
1	no	yes	yes	yes
2	no	yes	weak	yes
3	no	yes	good	yes (Outline)
4	no	weak	v.weak	weak (Outline)
5	no	weak	yes (Outline)	yes (Outline)
6	no	yes	weak	good (Outline)
7	no	weak	no	weak (Outline)
8	no	weak	yes	yes
9	no	yes	good	good (Outline)

Of the nine argument essays written at time 1, four have some of the characteristics of an argument as given in the definition above. One (student 6, test 2), for example, has a good introductory paragraph, with a thesis statement, which is quoted below:

This situation (obstacles to learning) sometimes makes a distance learner frustrated, especially one who is not used in reading habits.

The author, however, goes on to give advice, in the form of a series of commands ("first you have to...") in the body of the essay. Not only is the register inappropriate, but the advice given is also not all relevant to the topic as defined in the essay's introduction. The author appears to have run out of time, as there is no concluding paragraph.

Another essay (student 2, test 2) has both a good introductory paragraph and a concluding paragraph which gives the author's opinion, but the body of the essay is not adequate. The topic sentences, or thesis, states:

This university (UT) is hoping students will be able to establish a learning goal to solve problems they face. They should find out where, how, and from human or other resources to get information required, collect ideas and practise skills.

The body, which consists of only 2 sentences, simply states that most UT students lack time because they work, so they are satisfied with low marks. This is inadequate, both in terms of support and logical development.

Organization and format were problems in most of the argument essays written at time 1. One essay (student 9, test 2), for example, has a good thesis statement, but it is in the fourth paragraph of the essay. The first three paragraphs are used by the author to restate the contents of the reading prompt which was part of the essay topic. This reiterating of the prompt was done in several essays, and in most cases verged on plagiarism. Another essay

(student 5, test 1) is written almost exclusively in point form, which is, as the raters both pointed out, an unacceptable format for a college level essay.

At time 1, the narrative essay prompt produced essays which all, to varying degrees, have the qualities of a narrative as defined. For example, one essay (student 2, test 3) on studying in another country is a first person narrative of the author's experiences in Canada. It is well organized, with an introductory paragraph, a two-paragraph body and a concluding paragraph. The second paragraph gives "the advantages of studying here" while the third explains that "study in other country is not easy for me". The author expresses her own feelings and introspections about her experiences. This essay seems to fit the definition of a narrative very well.

One of the weaker narratives (student 4, test 3) written at time 1 has severe logic and organizational problems. It lacks both an introduction and a conclusion. The author launches right into his introspections: "The most interesting experience is that I can make a difference between two countries in everything." The essay reads like a random list of ideas rather than a well thought-out essay. The statements made are also very general, for example "Almost for everybody, they get a problem at the first time." However, in contrast to the arguments written at time 1, most of the narratives written at time 1 have many of the qualities given in the definition of a narrative.

At time 2, there was a noticeable improvement in the argument essays. Eight of the nine essays written have some of the elements of an argument, as defined here. Several of them are weak, especially in their support, statement of thesis, organization and style. Only one essay, however, has none of the qualities of an argument. This student (student 7, test 1) wrote a general description of Universitas Terbuka in response to the prompt. There is no thesis statement, and it is only in the final three paragraphs of this ten paragraph

essay that the author begins to focus the essay on a particular aspect of UT. The essay is organized around the various elements of UT which the author describes; this does not, logically speaking, seem appropriate to the directions given in the essay prompt. The format of the essay is also inappropriate for an essay as some of it is written in point form; this was also, however, a problem with one other essay (student 6, test 1).

The better argument essays at time 2 are characterized by clear thesis statements, an awareness of the reader, an appropriate register, a narrowly focused topic, a well-organized body with support for the thesis, and a conclusion which gives the author's own opinion. Two essays (student 3, test 2 and student 9, test 1) have these qualities. Both essays, however, still have numerous faults; grammar errors and awkward word choices in particular mar the reader's enjoyment of the writing.

Excerpts from the two essays discussed above illustrate their strengths:

1) thesis statements;

This short article discusses what qualities are important for a student to possess in order for the student to be a successful learner at Universitas Terbuka. (st.3)

It is the duty of the distance education planner to create such a methods of delivering instructions which can help the distance learner face the problem. (st.9)

2) awareness of reader, focused topic:

It (this essay) begins by discussing what Universitas Terbuka looks like is and then it discusses what are kinds of learners, so that these qualities can be derived. (st.3)

Because the problem is wide, here is only discussed about one of the obstacles, that is about reading materials. (st.9)

3) author's own opinion:

In my opinion, the reading material will be more organized if.....(st.9)

The other six argument essays all have various elements of an argument, but have numerous weaknesses. These faults include weak or missing thesis statements, a lack of awareness of the audience, inappropriate informality, a lack of focus, weak support and inadequate conclusions. In general, these essays each had one or more of the problems listed.

The narratives written at time two all fit the definition of a narrative to varying degrees. Two (students 4 and 7, test 4) are weaker, while the remaining seven are good. The weaker narratives have inadequate conclusions, and are less well organized. One of them (student 7) has used numerous headings and indentations so that his essay reads more like an outline than an essay. Both these papers contain less introspection and moralizing and are therefore less interesting to read.

The better narratives have, in general, the following qualities: a clear introduction, body and conclusion, an outline (which was followed), a statement of the purpose of the essay, paragraphs organized around a single idea, an awareness of the reader, some reflection and introspection, links between parts of the essay, and an attempt at variety of expression. One essay, in particular, has all of these qualities (student 9, test 4). It illustrates the author's definition of culture shock with an amusing story about the author's misunderstanding of a situation. She uses the story as a way to discuss both the positive and negative aspects of culture shock, and then reflects on her own mistake and makes suggestions about how to avoid such an error in future. A few excerpts from this essay illustrate its strengths:

1) awareness of audience, statement of purpose:

...I have an experience which I want to explain here...

My experience was in interpreting the "easy talking" ...

2) reflection and introspection

Everything seemed to be talked alright, yet it is not always alright.

I am not very conscious about the way people in our culture talks, but I find that (here) I easily get wrong ideas, just seeing their style of talking.

Next time I'll ask very detail about every information, as not to get wrong or incomplete one.

3) organization (sequencing)

The first thing we did is asking for the manager
where to park the car...
But when we did that...
So we ask them where our car is...

4) links, conclusion

In conclusion, my case could be consider as only a
bad or unlucky experience, or very mild culture shock.

As these quotations demonstrate, despite the interference of numerous grammatical errors, this essay is a thoughtfully written narrative.

SUMMARY

The implications of the changes which are evident in all of the students' writing over time will be discussed in Chapter 5. The benefits and limitations of the two types of analysis which were done on these essays will also be considered. Chapter 5 will also include a description of the significance of these research findings in terms of ESP programme planning and teaching methodology, and writing evaluation procedures.

CHAPTER FIVE

DISCUSSION AND CONCLUSION

INTRODUCTION

The subjects in this study wrote four essays each, two at the beginning and two at the end of the English programme. At both times the essays written were in two rhetorical modes, narrative and argument. The analysis of the essays was done to determine whether or not the ELO programme had contributed to a significant improvement in the students' scores on essays. The statistical analysis also done to examine differences between scoring methods over time and differences between rhetorical modes. The discourse analysis was carried out to discover if the students had actually produced the type of essay expected in response to each essay prompt. In this chapter, the results of the analysis of the thirty-six essays are discussed at length. The changes in the students' writing over time are explored. Differences between the argument and narrative essays produced are also discussed. Perspectives taken and processes utilized by the essay raters are noted. Differences between the two scoring methods, global and analytical, as well as the discourse analysis of the essays are commented on in terms of their usefulness. I go on to describe the limitations of this study and to discuss the implications of this study's findings for both teachers and evaluators. Finally, suggestions are made for future research.

DISCUSSION

The dichotomy between process and product which at present dominates both the L1 and ESL writing research is also unavoidable in this research. To begin, the students who were a part of this study received eight weeks of instruction in academic English, writing instruction which utilized a process or workshop writing approach. I recognize, however, that student writing for academic courses following the ESP course was evaluated as a product; students submitted finished essays as required in their courses. The essays produced for this study were also evaluated as products; the evaluation sought to determine if and how the program of instruction improved the student's writing skills.

Wolcott (1987) suggests that due to a recent concern about literacy and the perceived decline of writing skills in North America, assessment measures are including writing samples more often than previously. These evaluation measures, whether they are for placement purposes or for program evaluation, treat the writing samples produced as products. But Wolcott points out that, as is evident in this study, the prevailing pedagogy for writing instruction emphasises the writing process. It would appear that instruction and evaluation methods are working at cross-purposes. Wolcott states that there are various factors of examinations which curtail application of concepts which students have been taught in their process writing class: test topics are often not engaging, the goal is not to discover meaning but to "get through" the test, time restrictions limit revision, and students write for "teacher as examiner" despite essay prompt instructions to the contrary (p.2).

An attempt was made in this study to limit some of these problems. Test topics selected focused on content familiar and meaningful to the students; the

narrative essay prompts asked students to write about experiences which students were involved in at the time, namely, culture shock and the experience of studying abroad. Both argument topics asked students to discuss their work and study interest, distance education. Admittedly, these students are from a wide variety of backgrounds and some of them were unfamiliar with certain basic concepts in distance education, but all of them had worked at UT, Indonesia's distance education university, for at least one year. The argument topics can be said to have content validity, because they ask questions which could have been posed in the students' distance education courses. Students were informed that the essay tests were not going to be used as a way to directly evaluate them as individuals, but were for evaluation of the program and to discover problems in academic writing common to the group. One hopes that this reduced the stress of "getting through" the essay tests.

With this process instruction/product evaluation dichotomy in mind, further (discourse) evaluation of the essays attempted to examine the changes in the content and form of the essays which related to the writing instruction these students received. Farhady (1983) states that "it is very unlikely that a single type of test will reflect any full assessment of the facets of those very intricate and complicated language processes..." (p.320). Like Carlman (1984) who recommends testing two rhetorical modes, Farhady recommends more than one type of test should be given. Farhady also suggests that more than one type of writing analysis should be done. He suggests the use of discrete as well as integrative measures; this study employed a global and an analytic evaluation method as well as discourse analysis in an attempt to provide richer information about the students' writing. Both the global and analytical evaluations revealed statistically significant differences over the eight weeks of the ELO course. The

discourse analysis also showed that some clear improvements in the student's writing had occurred over the two month period.

STATISTICAL RESULTS: CHANGES IN SCORES OVER TIME/MODE

Students' scores for both the argument and narrative essays improved significantly over the two months of the English course with both methods of scoring. This indicates that the students' writing skills got much better. The improvement was slightly, though not significantly greater for the argument essays; at the beginning of the course most students wrote adequate narratives but could not write adequate arguments; at the end of the course they generally improved, and they wrote better, more acceptable arguments. There are a variety of reasons for this change. Mohan and Lo (1985) stress the possible importance of considering a student's educational background when attempting to explain the difficulties he or she has with academic English skills. It was clear to me, from both oral interviews and experience teaching these students, that they were initially unprepared for the academic demands of a Canadian university.

All of the students were graduates of Indonesian universities; however their educational background is somewhat different than that of a Canadian undergraduate. In the oral interviews (see appendix D), five students commented on the vast array of facilities available to students at SFU. They were particularly impressed by the size of the library. Four students mentioned the high degree of discipline they saw in students on campus at SFU; one suggested that students in Canada are "much more quiet and study seriously". When asked which things they found most difficult to do in English, several students pinpointed academic skills, especially writing. Comments were also

made, both in class and during the interview, about the informality in student-professor relationships at SFU.

These perceptions of SFU help to illuminate some apparent differences between Canadian and Indonesian universities. These students were unaccustomed to free question and answer exchanges between professors and students, to having at their disposal a vast array of facilities (particularly books and journals) and to the demand that they produce essays which incorporate a variety of sources and illustrate original thought. Further intensifying their difficulty with the production of academic essays is the fact that their English instruction in Indonesia, for the most part, had utilized a grammar-translation approach. Hence, the students were confident of their ability to translate or read articles and to complete grammar exercises, but they were unsure of their skills when asked to write extended discourse. As suggested in the introduction, students had difficulty with form and grammatical correctness when concentrating on content. The writing they had done in English, according to their reports, was usually descriptive or narrative.

Kaplan (1966,1967) proposes that there are particular rhetorical patterns characteristic of various languages. Since these students were, on the whole, able to produce essays with some of the characteristics of an argument after instruction in that rhetorical form, it would appear that they do not experience negative transfer of rhetorical patterns from their first languages (Bahasa Indonesian, Javanese and Sundanese) but are simply unschooled in the demands and conventions of that mode of writing. This finding supports the findings of Mohan and Lo (1985) in their study of ESL students from Hong Kong. The fact that these students had written several essays explaining why they wanted to study abroad in order to receive funding probably explains in

part their greater skill and ease initially writing on the topic in the narrative mode (Spack, 1988).

In her essay on the "tacit tradition", Emig (1980) discusses the anticipation and constructs which a writer brings to a piece of writing. Considering the differences in academic experiences of these nine Indonesian students, it seems clear that they bring to their writing quite a different anticipation and constructs than an L1 graduate student. Emig suggests that the reader also has modes of knowing which he or she brings to a piece of writing; making sense of a text may be quite a different process for the Indonesian students. Conversely, a native English speaker brings certain constructs and anticipations to an essay written by an ESL student. Conner and McCagg (1983) suggest that ESL students need to have stipulated the purpose and context of the essay they are being asked to write. It would seem that these "clues" help the ESL students to anticipate the expectations and constructs which the native English reader brings to an essay.

A further reason for the improvements in essay scores over time is the use of the analytical scoring device as a teaching tool in class. Students, as a result of having essays marked and returned to them with a graded analytical score sheet (see Appendix III), were aware of the expectations of an academic essay. Three essays were written, revised and graded using the analytical score sheet in the fifth, sixth and seventh weeks of the English course. The essays were on a variety of topics: an essay response to an article and discussion of a distance education module for teaching English, a response to articles on the qualities of good language learners, and finally an essay on how to give an effective class presentation. These essays were marked out of 50 points, 10 for each of the five analytic subcategories. Marks on the assignments were fairly consistent, likely because I (as teacher/marker) adjusted my

expectations as the course progressed and marked more stringently. (The class mean for week five was 37, for week six it was 35, and for week seven it was 34).

A further reason for student test essays improvement over time is that students, with practice, became much faster writers. The length of all students essays is greater at time two. Some essays are a great deal longer; student 4's narrative essays, for example, went from 12 sentences at time one to 27 sentences at time two. (His analytic score increased from 13 to 66.) Student 9, who had a less dramatic improvement in score, went from 18 sentences in her first argument to 26 sentences in her second. (Her analytic score went from 70.5 to 75.5). See Appendix IV for individual student scores.

As well as writing longer essays, it appears that many of the sentences written at time two are longer and more complex, both grammatically and lexically. For example, student 4's concluding sentence in his first argument (test 1) is "If they have much time, they can do it in other books". His argument at time two ends with "I conclude that a student will be a successful learner if they have a high motivation or high self discipline". Clearly, the second example is more challenging and better executed.

Student 9 begins her time one narrative with " Studying in another country is sometimes happened to someone". Her second narrative begins with

Culture shock is a psychological state of people's mind, when people have to be adapted to a new culture that is different to their own; and the new situation disturbing or stressing.

Again, it is obvious that the sentence written at time two is far more grammatically difficult and has a greater variety of words. Students are taking a greater risk when they choose to write more complex sentences like this.

The significant differences between essay types shown in the organization, and logic subcategories for both raters demonstrates that students learned how to organize and structure an argument over the two months of instruction. Little time was spent in class on a discussion of organizing and structuring narratives, so it may be this lack of instruction which contributed to students' skills in this mode increasing less significantly than their scores in writing an argument.

The significant improvement between essay modes in the style subcategory shown in rater 1's scores is perhaps due to a number of factors: the acquisition of new vocabulary, mastery of transition devices taught in class for use in argument essays, and increased argument writing practice. Although the subcategory scores show very little variation in the grammar and punctuation and mechanics subcategories for both modes, my earlier discussion of the increased length and complexity of sentences written at time two in both modes explains why student scores did not significantly improve. In summary, this discussion has shown that although the total scores do not reveal a significant difference between arguments and narratives over time, there are obvious improvements in the argument essays.

RATERS

The evaluators utilized in this study were all experienced ESL instructors; their focus when reading the essays is a result of their training. Cumming (1985) states that although different teachers respond to the same text differently, making extremely high interrater reliability unlikely and undesirable,

they all have the same impulse "to make comprehensible order of a written text" (p.58). Zamel (1985) supports Cumming and suggests that ESL teachers view themselves primarily as language instructors, and therefore see their role as one of monitoring language use, not developing of cognitive writing skills. It is likely that my raters approached the students' essays with a similar attitude; their comments on the essay score sheets support this generalization.

I tallied up rater 1's comments on the analytic score sheets in order to gain some sense of the expectations these ESL teachers brought to their task of evaluating essays. For the first category, organization, the most common comment made was "weak conclusion" (N=9). Other common remarks were "no conclusion (N=6) and "body okay" (N=5). Comments for the second category, logic, include "could be more fully developed" (N=6) and "irrelevant info." (N=7). Grammar, which is category three, had lots of comments such as "word omission" (N=9), "word choice" (N=8), "sentence fragment" (N=8), "articles" (N=8), "verb forms" (N=8) and "grammar interferes - not college level" (N=8). The most common comment for the punctuation, spelling and mechanics subcategory was "some punctuation and spelling errors" (N=13). The last category, style, had only a few comments, including "not college level" (N=4), "some parts choppy" (N=3), and "unvaried word choice" (N=3). From the comments cited above, it is clear that this rater did focus on specific expectations for each subcategory. Categories 1, 2 and 5 comments are primarily concerned with discourse level elements, while the remarks for categories 3 and 4 are at the local level of the word and sentence. These comments also point out, as suggested previously, that teachers have in mind a particular essay form which is the model of a college (university) level essay, and they mark student essays against their expectations. This finding supports Bamberg's (1983) references to the "procrustean bed of the five paragraph

essay". Were this study to be duplicated, it would be interesting to have distance education professors grade the essays, as they, as experts in the discipline which the students are writing about, would likely focus on content and discourse level criteria.

DIFFERENCES BETWEEN SCORING METHODS

Both the scoring methods used in this research are direct measures of students' writing. The global scoring method is based on the raters' overall impression of the essay being graded. A single mark is given; in this case the marking scheme ranged from a low of one to a high of six. This method is popular for a variety of reasons: it is fast and easy to use, appears to be as reliable as other methods (Jacobs, 1981), and it is well-known.

The analytic scale requires raters to focus on five categories of writing skills. As previously stated, each category is marked out of a possible 20 points. The benefits of this method, according to Jacobs (1981) are that five different viewpoints are taken of the writer's overall ability to communicate (p.32). This method provides the rater with a framework for his or her analysis of the essay. This method, although not as widely used as the global scale, according to Purnell's survey of American colleges and universities (1982), is regarded as useful because it provides information about areas of perceived student weakness. Brown and Bailey (1984) point out that three of the categories of the analytical scale utilized in this study are discourse-level criteria, namely organization, logic and style.

Although the statistical results from both scoring methods are similar, the analytic scale provides a much more comprehensive explanation for the grades given. Brown and Bailey (1984) assumed when they developed the analytic scale that it would yield a "more informative diagnosis of second language

learner's writing proficiency than would a global score"; their assumption appears to be valid (p.28). Both analytic raters made several comments about every paper they graded. The global raters, however, made only a few cursory comments on the essays. All raters corrected grammatical errors on the essay sheets; this seems to further support the speculation that ESL teachers perceive their role to be the correction of surface-level (or grammatical and lexical) errors (Cumming, 1985; Zamel, 1985).

DISCOURSE ANALYSIS OF THE DATA

According to Spolsky (Farhady, 1983, p.312), discrete point testing arose out of a psychometric or structuralist view of language learning. Both holistic and analytic methods can be classified as discrete evaluation schemes. The theory of language which underlies this approach views language learning as the acquisition of a system of habits at various levels: phoneme, morpheme, word, clause, phrase, and sentence. Spolsky states that the transition to the prevalent sociolinguistic theories of language, which stress communicative competence, has resulted in the development of testing methods which are integrative in nature. For example, the oral interview attempts to evaluate speaking and listening skills in a "real" exchange between student and examiner. Spolsky asserts that these methods are superior, theoretically, but are no more statistically or practically of benefit than discrete-point tests (1983, p.320). An integrative test would seem to fit, theoretically, the process paradigm of writing instruction far better than a discrete-point test. Hence, the analysis of the essays which focused on the degree to which they fit the two rhetorical modes, which is an analysis of discourse, is a theoretically appropriate measure of evaluation for the English language program of instruction in this study.

One question which arises out of the analysis of the essays done in this study is whether or not the two different types of rhetoric, argument and narrative, tap different types of cognitive strategies and therefore produce different results. A great deal of research (Bamberg, 1983; Carlman, 1984, 1986, Dixon and Strata, 1986; Zamel, 1984) supports the notion that writing narratives is less cognitively demanding. Hence, it would seem that writing narratives would be easier than writing arguments; the improvement in argument score is far more impressive if indeed writing arguments is more cognitively demanding. There was little focus in class instruction on writing narratives, which may in part explain why there was less improvement in this mode.

At time one, none of the students wrote an acceptable argument essay according to the discourse analysis, but all of them were able to produce a narrative. Five of the nine students wrote an outline for their narrative essay at time two and one wrote an outline for his argument; at time one there were no outlines written. This demonstrates that students increased their knowledge of the expectations of form for academic writing. As suggested previously, the inability to write arguments at time one is in part due to a lack of familiarity with the rhetorical structure of an argument. The time two arguments, all but one of which have some of the expected qualities, demonstrate that students became knowledgeable about this mode. A variety of factors likely contributed to this improvement, many of which have already been stated. One further contributing factor, however, is the experience of discussing, reading and writing in their concurrent academic course. In particular, the fact that the students had to write and rewrite short paragraphs and essays for this course likely contributed to the development of their argument writing skills.

STUDY LIMITATIONS

One potential problem with the tests which were administered involves the reading passage which was included in both argument prompts. The reading prompt was used as a way to evoke response, but it also reduced the time students had available for writing and relied on students having fairly equal reading abilities.

Other limitations of this study which should be mentioned include the small number of students who were involved. The fact that only nine students were tested reduces the strength and generalizability of the statistical calculations. Were this study to be duplicated, a larger group should be evaluated.

The final and perhaps most important recommendation for change to this research design is that pilot testing of essay prompts should have been done. This would have ensured that the essays prompts were well-worded and elicited the expected response. It appears that few if any of the students had trouble with the essay prompts, but pilot testing would have allowed the prompts to be "fine tuned".

IMPLICATIONS OF THIS STUDY

There are several important implications of this study for both English for academic purposes instructors and evaluators. First of all, the development of EAP courses through surveying the skills students will need in their academic courses is essential. The interviewing of professors and foreign students and the gathering of assignments used in courses will greatly contribute to course planning. My second recommendation is the ongoing use of an analytic scale which includes in its subcategories those writing skills being emphasized in

class. Such a scale appears to be an effective way to raise student awareness of the conventions of academic English writing. I would suggest that teachers prepare and try out their own version of the analytic grading scheme in their writing class; the form could be used for teacher evaluation of essays as it was in this study, and could also be used as a tool in peer evaluations.

Another important suggestion for writing instructors concerns the finding that these students were initially far more capable of writing narratives than arguments. I would propose that instructors "test" their students in several modes at the start of a program in order to determine which types of rhetoric present the most difficulties. Also, a number of writing instruction textbooks rely on students writing paragraphs and essays about themselves and their country and its customs, all of which are likely to be narrative or descriptive essays. Teachers need to design tasks which emulate those the students will experience in the "real world", that is, the university classroom. Although reading about your students' customs and interests may enhance your own knowledge of the student and his or her country, it does little to provide the student with the type of skills which are vital to his or her success in an academic course. Focusing on an academic subject in which you have some competence and/or on one your students know will provide a more meaningful focus to student writing.

Two final suggestions for classroom practises concern the correction of academic writing. Students often (including the subjects of this study) complain in writing workshops that they cannot possibly correct their fellow student's writing because they can't "see" any mistakes. Brainstorming as a class to develop a "what are we looking for" list will allow students to discover that there are many other considerations besides grammatical and spelling errors. Helping your students to become skilled readers who observe organizational

patterns, writing style, and the logical development of support in essays will improve both their reading and writing skills. My suggestion for the teacher as essay reader is that his or her comments and suggestions should, as Zamel (1985) says, direct students towards rewriting and making changes at the discourse level, as well as at the local level.

I would also like to make some recommendations to evaluators. Both the statistical analysis and discourse analysis done in this study revealed that the students' abilities to write narratives were quite distinct from their abilities to write arguments. One of the clear implications of this study, therefore, is that more than one type of discourse should be required of a student in order to make a valid and reliable judgement of that student's writing skills. Greenberg (1986), in her critique of the new TOEFL writing examination, recommends that students be required to write both essay choices, the description of a graph and compare/contrast with defense of a position topics, rather than only one. I would support her recommendation, as two writing samples in different modes allow a better judgement of writing skills to be made. Also, it is clear that evaluations of student writing should be, as Quellmalz et al. (1982) suggest, not unequivocal statements of that student's writing proficiency, but statements which clarify what type of rhetoric the student has been asked to write. This would suggest that the two types of essay topics used in the TOEFL writing exam should be referenced to their discourse domain. TOEFL Research Report #15 (Bridgeman and Carlson, 1983) shows that both topics selected for the exam utilize content outside of the academic discourse domain. The two compare/contrast plus take a position topics shown in the report are about 1) differences between technologically developed and underdeveloped countries and 2) choices of professions comparing working alone to working with other people. The likelihood of these topics being requested of either a graduate or

an undergraduate student in an academic course is slim. Therefore, I would recommend that a topic of academic relevance which stipulates an academic audience and which requires students to defend or argue a position be included in a writing test which seeks to determine a student's suitability for academic work.

SUGGESTIONS FOR FURTHER RESEARCH

Follow-up studies to this thesis could conceivably take several directions. One area of interest which emerges from this study is a larger and more detailed analysis of teacher comments. It would be interesting to monitor the relationship between teachers' directives on essays in process in class and changes in student's writing skills over time.

Another area of research which would follow up the findings of this study would be the development of a testing method which is more pedagogically appropriate to process writing instruction. Some mention is made of this in L1 writing research; handing out the essay prompts ahead of time and/or allowing prewriting time are two suggestions which have been made (Wolcott, 1987).

A last suggestion for further research would be for a survey of required graduate academic skills in a variety of disciplines. Most of the studies conducted thus far have focused on expectations for undergraduate students, when in fact many of the foreign students presently studying in Canada are studying at the graduate level. Research of this sort would greatly contribute to EAP course planning.

CONCLUSION

This study has endeavored to illuminate aspects of the English writing skills of nine Indonesian graduate students. Although many of the findings are

particular to this group of students, aspects of this study contribute to a growing field of research, English for academic purposes. As both researcher and teacher in the program discussed in this study, my expertise in this field has been enhanced. Although numerous questions remain unaddressed, those investigated have been answered. The Indonesian graduate students who are the subjects of this study significantly improved their writing skills in two rhetorical modes over the two months of an English Language and Orientation course. Students particularly improved in their ability to write an academic argument, although there are still many weaknesses in their writing. They still have distinct problems with grammar, punctuation and mechanics, no matter what type of writing they are engaged in. It is clear that students benefitted from a process writing instruction program which utilized an analytic grading scheme in order to familiarize students with both discourse level and local level expectations of academic writing. As a result of this study, I can state that although a statistical, product evaluation of student essays revealed changes in student writing over time, the discourse analysis used revealed numerous elements which helped to enrich my understanding of the changes evident in student essays over time. In conclusion, the process/product dichotomy dominant in writing instruction and evaluation has been profitably bridged in this study.

APPENDIX A

ARGUMENT TOPICS

TEST #1: Please read the short article on the distance education learner carefully. Then give, from your own ideas and opinions, a plan for dealing with one of the obstacles which face distance education learners in Indonesia. (The article lists several obstacles which distance learners usually have to confront. These problems may or may not be the same as the problems students at UT have to confront.) You are writing this essay to present to Canadian graduate students in a seminar to convince them that your plan will be both practical and useful. Please make use of the ideas from the article in your work. You have one hour in which to write.

TEST #2: Please read the short article on the self-directed learner in distance education carefully. The author gives three types of adult learners and their qualities. What qualities do you think are important for a student to possess in order for the student to be a successful learner at Universitas Terbuka? What qualities will cause problems for the student? You have one hour in which to write, using your own ideas and opinions. You are writing so that you can make a presentation to your fellow Canadian graduate students and professor in a seminar. Please make use of ideas from the article in your essay.

NARRATIVE TOPICS

TEST #3: Please write a well organized essay giving, in your opinion, the advantages and disadvantages of studying in another country, and the value of such an experience.

TEST #4: In a well organized essay, please explain culture shock, and your own experience of culture shock in Canada. Has experiencing culture shock, in your opinion, had a positive or a negative effect on you?

THE DISTANCE LEARNER.

A distance learner may be defined as a student who is physically separated from his/her instructor and from the institution through which the instruction is offered. While a number of other definitions have been developed, differing mainly along such dimensions as the relative amounts of print and technological media used for the delivery of instruction and the amount of telephone contact with the instructor, it is the separation and independence of learner from instructor which necessarily characterizes distance education (Sewart, Keegan & Holmberg, 1983). In this article distance learners will also be referred to as correspondence students.

On the surface it may seem that these students should be no different from those who are campus-based, but their situation creates a somewhat unique set of learning conditions and places demands on them which are not encountered with face-to-face instruction. For example, although all college level students must engage in a considerable amount of independent study (over 65% of their 'learning time,' — see Rohwer, 1984), this is normal for distance learners. These students spend much of the time which otherwise would be spent in lectures or tutorials, engaged in reading.

The very fact that distance learners are isolated from fellow students and from the instructor deprives them of environmental stimuli which can contribute to and guide their learning. They are unable to obtain feedback, exchange information and ideas, and heighten or reinforce their interest in the subject matter through the informal and spontaneous contact with others afforded to students on campus.

Distance education is designed for people who wish to further their education but who cannot, or do not wish to, study at the campus or institution offering the instruction. As a result, the student population on which it draws tends to be made up largely of people with other life commitments, such as jobs, families, and so on. On the average they are somewhat older than campus-based populations. Their mean age is 30-35 years, and many have been out of formal schooling for several years or more (Feasley, 1983).

In looking at all of these factors combined, it is apparent that distance students are likely to confront the following obstacles to learning, as compared with the average campus-based student:

- * more reading material
- * less study time and more distractions
- * longer time lapse since last formal schooling
- * little or no contact with fellow students, and limited contact with instructor
- * feedback that is delayed and relatively formal

If we accept the claim that reading is a major skill area in which many post-secondary students require remediation (see Abrams & Jernigan, 1984), then it is reasonable to say that distance students might also benefit from such instruction. Considering the learning obstacles faced by them, which are listed above, it may be that these students have an even greater need for such academic support programs than do their campus-based peers.

The Self-Directed or Autonomous Learner

A number of scholars (i.e., Boyd, 1966; Knowles, 1970) have described autonomous learning as especially characteristic of learning in adulthood. Since children tend to have a self-concept of dependence, it is natural for them to look to adults, including teachers, for reassurance, affection and approval. They are usually willing to follow a teaching program, regardless of its congruence with any learning programs of their own, merely to win the approval and affection of the teacher. Adults, on the other hand, have a self-concept characterized by independence. In most aspects of their everyday lives they believe themselves capable of self-direction and they are generally capable and willing to be self-directed in their learning also.

Institutional programs of distance education normally have three kinds of adult learner. One kind could be regarded as self-directed learners who have decided that the teaching programs of the institution generally meet their learning goals. It is possible that only part of the program meets a person's goals, and he/she might drop out before the end, might not submit certain assignments, and in other ways might not conform fully with the norms for a "class" or tutorial group. Such persons though, are in the position of customers buying a service; they are well in control of the educational program and should give us no cause for real concern.

Other members of the tutorial group, or other distant learners in a distance education institution, are the learners who are motivated by need for a degree or some other formal accreditation which can only be obtained by following the teaching program offered by the institution. In this case the teaching program might not fit the learning program of the students in the course. Such students are not engaged in an educational program per se, but merely are undergoing the formalities associated with certification. Though not self-directed learners, they are self-directed in pursuit of their non-educational goal.

Finally, there may be students who have neither a learning program, nor need for certification, but who use the educational institution to satisfy an emotional need for dependence. They need affection, reassurance and approval, and have learned in school to win this from their teachers. In schools many teachers fail to assist children in becoming self-directed in learning. As a result it is very common, as Knowles (1970) has pointed out, to leave school adult in other ways, but still dependent, or at least retarded in independence, as a learner.

There is a need for considerable caution in this regard on the part of tutors and counsellors in distance teaching institutions. It is important that the legitimate desire to give emotional support (perhaps we might say "first aid"), to students in distress, does not result in actions that reinforce their dependence. The role of educational counsellor or tutor requires that the first priority be to reduce dependence and encourage students to become self-directed. The adult learner is entitled to do what Boyd refers to in his "Psychological definition of adult education," that is to,

...approach subject matter directly without having an adult in a set of intervening roles between the learner and the subject matter. The adult knows his own standards and expectations. He no longer needs to be told, nor does he require the approval and reward from persons in authority. (Boyd, 1966, p. 180)

This is fully autonomous or self-directed, and adult learning. It is the learning of the person who is able to establish a learning goal when faced with a problem to be solved, a skill to be acquired, information that is lacking. Sometimes formally, often unconsciously, self-directed learners set their goals and define criteria for their achievement. They know (or find out) where and how and from what human and other resources to gather the information required, collect ideas and practise skills. They judge the appropriateness of the new skills, information and ideas, eventually deciding if the goals have been achieved, or can be abandoned. And in all this they use teaching programs of all kinds. A phenomenon of the Euro-American culture, which has been exported around the world, is that schools and universities are generally neglectful of *learning* programs, and preoccupied with sustaining and studying teaching and the work of professional teachers. This is a consequence in part of an inability to conceptualize more broadly, and also a reluctance to challenge one's own institutions. Although education is about both learning and teaching, educational institutions have focused too much and for too long on the latter, on *teachers' intentions*, to the exclusion, or at best subordination, of the equally relevant side of the educational relationship, *intentional learning*. Self-directed learning, if considered at all, is regarded as a careless and casual activity on the periphery of the educational field, hardly worthy of systematic study or major support.

APPENDIX B

Student 1/T1
Test One

Distance Education Learners at UT (Universitas Terbuka) have the same problems as Distance Education Learners have.

As student in distance situation, maybe sometimes they feel that difficult to make communication with other fellow students, instructor, etc. But in UT, for example there are many places that can be used by the student to ask some question to the tutor. This places can be found in every big city in the province, so the student who live near the city where the Distance Education Center is, can use this place for study. Tutorial is one activity where the student can study together with tutor assistant, if the students have some problem in their study, they can ask to the tutor. Besides that, during tutorial the students can get some information from tutor or their friends.

Besides tutorial, study group is one activity that can be chosen by the student. Study group is made by the student themselves. The student who live in the same place or city can make one study group. In their study group, they can make a planning about time scheduling, how many times in one semester they can meet for discussing one subject matter for example. And they also can make a plan to go the library to look for some books that they need; or they can solve the problem - together. I think study group can help the student in distance education to offer and receive information from each other.

Student 1/T1

Test One

If they have finished their examination, the student in the study group can make an evaluation about something that they still don't know yet.

In study group, if someone have a question, can be solved together, so it doesn't so difficult to solve than if he does by himself.

Student 2/T2

Test One

There are some definitions about distance learner, such as correspondence students, off-campus students, and distance education students. A distance learner, usually, is characterized as a student who physically separated from his instructor, other students, and from the institution which offers the instruction. Distance learners do not come to campus to learn about the instructional learning, although they can contact the instruction through telephone, and sometimes have face-to-face instruction.

Distance learner is expected to be able to learn independently about the learning materials given to them. There are some sorts of learning materials such as reading materials, audio/video cassette, which are designed as self learning materials. Indonesia is still facing problems in running distance education programs. Most of the students are one who do not attend schools for several years, and they usually are 35-40 year-old in average. This kind of students want to higher their education in order that they will be able have better jobs or they who only want to have more knowledge without going to school regularly. They usually are married people, and employers. Despite they do not attend schools for years, it is difficult for them to learn themselves independently. The younger students need to meet other students to discuss the learning materials, because they used to attend regular school in which they could meet each other, also meet their instructions.

Student 2/T2

Test One

Another problem is the delivery system of learning materials, because Indonesia is a very big country with very big population, and the distance learner spread all over areas. Once they received the materials lately, the learning process will be inhibited. Also, one who lives far away from the institution will not be able to exchange information and ideas or ask about subject matter to the institution soon. They have to wait for the answer through letters, and sometimes through long distance call.

Considering the problems faced by the open university in Indonesia, maybe it is better if the institution provides better learning materials delivery system, hold more face-to-face tutoring in the remote areas, and provides tutor for student study groups to help their studies. The most important thing, I think, the institution must provide small libraries whereas the students can read the necessary readings and also meet their friends.

The Important Things for Ones to Possess
in order to be A Successful Learner
of Universitas Terbuka.

Universitas Terbuka is the first Education Institution which offers a new method of learning in my country. The learning method is "distance learning" which is a really different method of learning of ther method which is implemented by conventional universities. Because of the difference in learning method so Universitas Terbuka (UT) need some important qualites for a student to possess.

The first important thing is that one has to realize that he/she should not rely on someone else, he/she should rely on books, because there will be no class and there will be two tutorials time during each semester. So he/she should study by himself/herself.

UT is opened for every high school graduate and it does not matter whe he/she was graduated, so ones should know aboutht himself/herself; what is his own performance, his/her average score when she/he passed high school, how much he/she can his or her time for studying, family etc. Ones should be able to manage his/her time well.

The last important thing is that ones should be able to use all available resources that might very helpfull to him/her in studying at UT. For instance, libraries, tutorials, experts outside of UT, books, magazine and other information centres.

Student # 3/T1

Test One

I think that if ones possess the three important thing above, hopefully he/she will study succesfully at Universitas Terbuka, and one who are not possess its I agree that he will fail in studying at UT.

It may or may not be difficult for the students who learn at a distance education that it depends on the students themselves.

The learning obstacle faced by them is for example, they have to read more material.

There are some kinds of the students who learn at a distance. Some of them work and some of them do not. For the students who work, they must spend the time better. Because most of them after being at home are tired. If they have been a student, they must make programmes that they will provide. So they have to make a program about the time for reading books. Maybe they can spend the time to read when they are at a shelter or maybe when they are in the bus. The students have to read books minimum 2 hours a day. Maybe it is better if more than it is.

If they used to read books better, it would make easier to read books now so they will be able to pass their examinations.

If the students are reading a book, first, they must read all the pages. After that, they must read some of the pages, and understand it. If there are some exercises, it is better to do it. It makes easier to the students to do examinations if they have done their exercises before. If they have much time, they can do it in other books.

A. Distance Learning

Distance learning is an education system which have separate places between students and his/her teacher or institution. This system use multimedia equipment to offer the instructional materials. Other characteristics of distance learning is an independent study which must be done by the students. The students in distance learning must use, select and choice all materials sources around his/her place

B. Student learning conditions

Distance learner has several unique learning condition such as

- i) not many frequent with face-to-face instruction
- ii) they must study independently.
- iii) they are isolated from their friends students and their instructors.
- iv) They can not have a feedback from the teacher as quick as in conventional system.

C. Major obstacle faced by distance learner in Indonesia.

One of major obstacle faced by distance learner in Indonesia is reading materials. The student must read a lot of printed materials, because almost all of instruction is offered in printed matter. They have many difficulties to read and to understand the materials in a short time (80% of all students are employee).

- D. Plan for dealing with reading materials.
- i) Language used in content text or instructional material should be easy to understand and clear.
 - ii) Structure of content must be written in "well structured"
 - iii) Make some guide book, e.g. how to read fast, how to take notes, how to study independently, etc.
 - iv) Lay-out and print quality in content text must be improved continuously according to research of student opinion.

Student 6/T2
Test One

possible that one of the students is clever one and is willing to help other students.

Furthur program can be arranged, which two or more study group meet once is three months to make a kind of seminar.

- b) Tutorial is held to help the study group. In this case, students in a study group have to prepare their learning problem to be asked before the tutorial takes place. This means that the students have discussed their problems in their group, and may be some of their problems have been solved by themselves, and there only problems that they really do not understand will be presented in the tutorial program.

There are, of course, many more obstacles that the students face; but the two programs mentioned above will possible be some answers to the problems of being isolated and force the students who have less time to study better.

Student 6/12

Test One

How to Make the Learning Process of Distance Education Students Better

Whatever distance education is defined, there is the same characteristic, that is students spend their time to study out of campus, and their learning activity is separated from their teacher. Most of reading materials that the students have to learn are print materials such as modules. For this, it is quite obvious that students who are not used in reading books will face difficulties. Although there some facilities such as telephone call to get in touch with their tutors or face-to-face tutorials, but it seems it cannot help much to the students who are poor in reading.

To help the students of distance education in succeeding their study, it might be useful to make some programs like

- a) study group, which is held once in a week and conducted by the students themselves
- b) tutorial given by a tutor or the course writer is based on the activity of the study group.

a) Study Group

It is necessary to consider that the members of a study group are not more than 15 students, or maximum 20 students. The consideration of the amount of study group members is that it is hardly possible to study together with more than 20 students. With this program, the students may not feel too isolated, for they can meet and discuss their learning problems once in a week. It is

I. Introductory: ??

What is distance education? Distance Education is not so different with on-campus system. Distance Education has student, instructional system and evaluation, as well as regular education. The differences lay on the delivery of instruction, distance education use amount of print and technological media, and sometimes use telephon or letter contact with the instructor or tutor. In addition, physically the students separated from teacher and institution, so the student can not contact with the teacher every day.

Indonesia has the university to which use distance education system as described above. The university is UT.

II UT's System

a) Characteristic of UT's students.

Based on the resent research (1986), the characteristic of UT's students are 76% are employee. They work in different offices and job, both private? or public/government offices. Besides that, the most of the students (68%) are married, and they live in all Indonesian as archiphlegic separated from west to east.

It is necessary to know that all students are graduate of face to face school system, so they dont do not have enough experience to study in distance education. But their motivation to study are very high, apparently that the first

Student 7/T2

Test One

students of UT (1984-1985) more than 40000 at all. They studied seriously.

b) Facilities

UT has limited facilities for students learning, like telephon contact system, computer learning system. But UT has enough print materials (modul), and this module is the main materials in UT. In addition we use TV programs, radio program, and correspondence (letter) to help student learn.

c) Instructional System

Periodically, Ut implement tutoring system, and it is implemented between 2-3 times a semester. The use of tutorial is to help the student learn to solve the learning problems and to motivate student for learning. The methods used in tutorial are question-answer with action. The student should have learn modul before and they ask question when they dont understand the materials, the materials not so clear, or the student meet another resourcehes so the materials look like contradictive with module etc.

Unfortunately, most of the student did not use this tutorial effectively. The student come to tutorial with out read the module first, they only listen the tutor talk, they hope the tutor explain without student ask question etc. or some times they did not come to tutorial.

III The problem.

Student 7/12
Test One

There are some problems that UT face, but the big problem is how to use the time effectively for learning. As I mentioned above that most of the students are employee. So they have limited time for study. To use the time effectively, the student has to be accustomed to study hard. They has to change their habit (relaxes and lazy) to be diligent and to adjust to UT system. It take long time, approximately 5 year coming.

It is not so easy to change the habit, it needs same condition, both student's condition and UT condition. The students have to be aware that they have to study hard if they want succesful. In addition UT has to encourage the student to study hard and effectively. UT has to provide an available facilities to improve student service, and to manage administration well.

IV Conclusion.

UT is the university which use distance education system has shortcoming implementation, especially in facilities, encourage student activities, and student service. Beside that, UT face some problems, especially the habit of the student in learning.

Informal Tutorial For UT's Student.

A distance education is an formal institution. UT is an Institution of Distance Education. This institution "is designed for people who wish to further their education but who cannot, or do not wish to study at Campus" This characteristic give an opportunity for all people who want to continue their education. The people who want to study in that institution have on average age between 30-35. Based on that facture and UT's Characteristic itself, There are problems in themselves in their studying. In this paper, the writer try to discuss one alternative to solve the problems in UT's Students. The alternative is about Informal Tutorial For UT's Students. In this case, I am going to discuss about, What is, How to, and How to evaluate to improve the process.

Tutorial process is a communication between students and tutor. This process can be a formal meeting or informal meeting. In UT, this process is an formal meeting, but sometimes it is not effective ly. This mean that the total amount of student who involved in tutorial process is not the same with the class to class. This problem exist because not all of student have the same interest or the same academic problems. Sometime one tutor face one or three student, and the other tutor face many students. This problem has to solve because we have funding problems. The alternative that choose is informal tutorial.

What I mean about informal tutorial is the communication process between tutor and students which is not based on formal schedule, but it depends on the student(s). In other words, the student can meet a tutor, if he has an academic problem. The difference between formal and informal only in the schedule. Which is designed. In informal tutorial there is not fixed schedule. The schedule depends on the student.

Advantages for this process can be found. We have not to pay many tutor, but we have to pay only for the tutor who is called by the student for one subject. Disadvantages for this alternative are very difficult to find a good tutor who is mastering subject matter and who can communicate effectively.

If we choose this alternative, then the questions is how to conduct that alternative. The first, we select and hired tutor who has a qualification. The second, we give them the rule of the game. How to be come a tutor in informal tutorial. The third we have to list and to make a folder which contains a prctisse, an address, and an authobiography also experience. ??? the tutor for every subject matter. Besides that in that folder, we give a schedule or time which is available for that tutor. This folder is given to the student. This folder can be used as an information for student to make appointment with tutor.

If tutor has appointment, he has to give an information to UT. How much time he met with the student. This amount of

Student 8/T1
Test One

time can be used as a standard cost that is to pay. This is only one alternative from many alternative.

Finally, with this alternative we can solve academic problem of UT's students, because what their need can be fullfiled with this process. This laternative mus be trying first, before we use it. May be this laternative is much more effective and efficient than formal tutorial. before.

Student 9/T2
Test One

A plan for dealing with
obstacle faced by the distance
learner in Indonesia

Distance learner often defined as a student who study through distance, using supporting media, others than face to face or classroom learning. But practically the fact to face or direct contact also occurred frequently. As a distance learners, they have many obstacles which is rarely find in the classroom learner. They have a problem such as more reading material, less study time, because they usually have to work beside studying, and their time also more distract, it might be only little time available for studying everyday. They also have to face the problem of isolation, little or no contact with tutor, course writer, or fellow students, which is make the feedback delayed. There must be more problem, which they have to face which is never occur in non distance education. It is the duty of the distance education planner to create such a methods of delivering instructions which can help the distance learner face their problem.

Because the problem is wide, here it is only discussed about one of the obstacles, that is about reading materials. What kind of reading materials and how it should be deliver to students, are also exclusively for the case of Indonesian students. Hopefully, this plan will help the distance learners of Indonesian Open University (UT).

The distance learners in INdonesia have problems of evvery distance learners in other place. It might be more

Student 9/T2
Test One

difficult for them since the flow of communication is not very good. Using electronic media to support their learning is also expensive and limited. Thus, the broadest use of media is through printed materials. Therefore, the reading materials should be plan carefully, as not to make more obstacle for them.

The reading materials which is delivered to them nowadays is bound together as a whole stacks of papers, and sometimes take vbery long time in the way and recieved late by the students. They way it organized is like a textbooks and not very informative.

In my opinion, the reading material will be more organized if the writer make a separation, part by part. Instead of putting all together in a whole bound, it can be made simpler but more informative. Pictures and more clear explanation have to be added. The writen materials must be plan carefully, use feed back, review, and rewrite, so as to achieve a certain standard of good quality. It will take longer time for sure, but it will worthwile. The system of delivery is also to be improve.

In conclusion, giving a better organized reading materials will help stutents solving one of their problem. Therefore the writing of printed material should be improve in quality and carefully planned. Improvement of the delivery system is also a must.

Student 9/T2
Test One

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Student 1/T2
Test Two

Universitas Terbuka (UT) is one institution which use Distance Education System in educating people. system that is used is distance learning where the students learn the subject in their own house. They don't need to go campus because all course materials is delivered to them. The kind of course material that are submitted to the students are: modules and sometimes audio cassetes as a cuplement for the printed materials. Because the students have to learn the subject by themselves, so it is needed the students who have high motivated in following this course.

According to the article that I have read, there are three kinds or types of adult learners. The first one is what we call "self directed learners". In this case the learners have decided that the teaching program of the institution generally meet their learning goals. The second type of adult learners is the learners who are motivated by need for a degree or some other formal accreditation. Finally, the students who have neither in learning program, nor need for certification. They use the educational institution to satisfy an emotional need for dependence.

Because of the UT system, I think, the type of adult learner that important for a student to possess (in order for the student to be a succesful learner at UT) is "self directer learners". Because the elarners who have high motivation in learning something can learn by themselves, without control from the teacher, for instance. They can decide when is time

Student 1/T2
Test Two

for studying, when is time for tutorial, and soon. Besides that, in learning processes, the learners who have "self directed motivation" don't depend on the other. If they find some difficulties or problem in their study, they can decide to ask to the tutor or friends that may be know how to solve the problem. So, in UT sytem, it is needed the students that can study hard by themselves, without control for the teacher.

If the students follow this course only for a degree or certificate, it will not succes as students in UT. Because for gaining degree or certificate is not easy. There are many regulations that have to be followed by UT students before they graduate. If they don't study hard, for example, they can not pass the examination. So, it is hard or dificult for them to motivate themselves to learn the subject. Because their objections not how to improve their knowledge and understanding in breadth and depth, but how to get a degree or certificate.

In sumary, UT system in distance education use distance learning for educating people. Because the system needs the students who can learn by themselves (selff learning), so only "self directed learners" that can succes as UT student. The students who study only for a degree or certificate can have a problem as UT student, because for gaining a degree or certificate is not easy; it is needed study hard for it. That only can be gotten by the "self directed learners".

Student 2/T1

Test Two

Most of students at Universitas Terbuka (UT) are the learners who need a degree or some other formal certificate to gain better jobs or positions. In order to be a successful student at this university, student should have some qualities. This university is hoping students will be able to establish a learning goal to solve problems they faced they should find out where, how, and from human or other resources to get information required, collete ideas and practice skills.

The problem for the students is how to get more information and skills to gain the knowledge, because most of UT students are workers. They don't enough time to be good students, so they are sastify enough whether they only can reach D in the exams, as long as they can reach their degree soon.

It is a big problem for UT, because UT wants the graduates of UT should be better than other universities for they have to study hard themselves without guidance of tutors/teachers. However, UT students who use the educational institution to satisfy their need of dependence as well as to gain the degree usually can reach better grade. I think they are as good as students of other universities.

Student 3/T2
Test Two

This short article discusses what qualities are important for a student to possess in order for the student to be a successful learner at Universitas Terbuka. The qualities that will cause problems for the student are discussed. It begins by discussing what Universitas Terbuka look like is and then it discusses what are kinds of learner, so that these qualities above can be derived.

Universitas Terbuka (UT) is an educational institution which offers educational program to highschool graduates in which there are no face-to-face teachings. The materials to learn are written in books and sent to students. For some materials are supported by video or audio cassette in order to help students in studying the materials. Therefore, UT requires qualities for a student to possess.

There are three kinds of learner. The first one is self-directed learners who have their own motivation, know their needs and know how to achieve, and they have self confidence about themselves. Second is learners who are motivated by need for a degree or some other formal accreditation which can only be achieved by following the program offered by the institution. The last kind is learners who have neither a learning program nor need for certification. This kind of learners use the educationals program to satisfy an emotional need for dependence. Of course, not every kind of learners above is suitable for UT's student.

Student 3/T2
Test Two

A self-directed learner is suitable for UT's student. Because he or she has all UT's student requirement; for example, he/she has his/her own motivation, he/she knows what are his/her needs and knows how to achieve, he/she has self-confidence for him/her self. Therefore he/she meet all the qualities required by UT.

Learners who are motivated by need for a certification suitable for UT too, Because their need for a certification will motivates them to be self-directed learners which neet all the qualities required by UT.

Learners who have no self confidence, or who do not know their needs and are not self-directed are not suitable for UT. Because they can not decide what subject to learn, and what are their need from the subject and they do not how to learn the subject and also they do not how to justify.

Finally, there are only two kinds of learner, first self-directed learners. It does not matter how he became self directed learners. Second, not self-directed learner. The first kind is suitable for UT.

Student L/T2
Test Two

The self-directed learner in distance education at U.T.

Adults, including teachers, have a self concept characterized by independence and usually willing to follow a teaching program, to win the approval and affection of the teacher. They believe themselves that they are capable to be self-directed in their learning. There are three types of adult learners and their qualities. First, it could be regarded as self-directed learners who decided that the teaching programs of the institution generally meet their learning goals. This type is a good one because there is a high motivation of the learners to study at a distance or study by themselves. It might be a part of the learner not to pass their examination or fail or drop out before the end, might not submit certain assignments.

Second, other learner at a distance who are motivated by need for a degree or some other formal accreditation which can only be obtained by following the teaching program offered by U.T. U.T's students are not engaged in educational program per se but merely are undergoing the formalities associated with certification. Third, the learners who in the educational institution to satisfy an emotional need for dependence. They need affection, reassurance and approval, and have learned in school to win this from their teachers.

Among the three types above, the most important for UT's student ?? be a successful at UT is the first one. They learn by their self and have a high motivation to learn without

Student 4/T2
Test Two

influencing by other person. They decide to learn at U.T. because they have a certain goal. Because they have a self-discipline, they will do the assignments, they make a timetable in order to make them doing on the right time. They plan their study well and reading the book regularly.

On the other hand, there are the learners or UT's student who just need for a degree or need a certificate. Their motivation are not enough to study at UT and they just want to get the certificate without studying hard. Maybe there are some reasons that make them just want to get a certificate. They want to increase their status or degree in society or get more money in their job. Because they have in a weak discipline to study hard or they are lazy to be self-discipline, it make problems for them. Maybe they will fail or drop out before the end. I conclude that a student will be a successful learner at U.T if they have a high motivation or high self-discipline.

The self-directed learner of UT

Outline

Introduction

The good qualities of self-directed learner are very important to be possessed by UT students to be successful students.

Body:

- i) Qualities of successful self-directed learner at distance education.
 - independence, know what one should to do.
 - ability to achieve a learning goal.
 - ability to use all learning information to meet their learning goals.
 - ability to justifying new ideas or skills.
- ii) Qualities of self-directed learner that will cause problems for the UT students.
 - learners who decided that UT programs generally can meet their learning goals.
 - learners who are motivated by need for a degree
 - learners who use the educational institution to satisfy an emotional need for dependence.

Conclusion.

Qualities of successful self-directed learner at UT should be more studied and analysed to solve the student problem faced.

The self-directed learner of UT

Universitas Terbuka students as self-directed learners should have such good qualities which must be possessed to gain a successful learning. The qualities of distant learners are very important in distance education institution because if the students do not have such good qualities, they will be facing the difficulties in achieving their goals.

There are four criteria that self-directed learners should possess. First, they should have a concept of independence, fully autonomous, and know how to achieve their learning goals. They should know what they want to do. Secondly, they should have an ability to achieve and to use all of learning resources and information to meet their learning goals. Third, they should have an ability to solve the problem faced. Fourth, they should have an ability to justifying and judging a new idea or a new skill.

However, there are three qualities of self-directed learner that will cause problems for UT students. First, the students who decided that UT programs generally can meet their learning goals. This kind of students can fail or drop-out in some courses which do not meet their learning goals. Second, the students who are motivated by need for a degree. They will have a problem that they will use all kinds of tricks or even cheating as long as they can pass the examination. So, they can not become a successful learner. Usually, they have a lot of complaints to the institution when they are not

Student 5/T2
Test Two

passed the examination. Third, the students who use the educational institution to satisfy an emotional need for dependence they will have a a lot of problems because in distance education, they can not have a lot of affection or attention from the tutors or teachers.

In conclusion, the qualities of sucessful self-directed learner at UT should be more studied and analyzed to solve the student problems in UT as a distance education institution.

Student 6/T1

Test Two

HOW TO OVERCOME THE OBSTACLES OF DISTANCE LEARNING SISTEM

It has been obvious that learning at a distance has some obstacles. These obstacles arrive from the characteristic of the learning system, that is more reading material but little or no contact with instructors. This situation sometimes makes a distance learner frustrated, especially one who is not used in reading habits.

When you are a distance learner, and now you are facing problems like what was written above, I should like to give you some advice to overcome the obstacles.

First of all, you have to understand and receive the characteristics of distance learning as a better way for you to continue your study. Secondly, meet some friends who are also distance learners to make a study group. With the study group, you can discuss some materials you don't understand. When you and your friends cannot find the answer of problems you are facing, get-in-touch your tutor or write a letter to your instructor. Your instructor or tutor will help you when you ask for. But there is something important you have to do, that is you have to try to study independently by reading materials delivered by your college. It would be a hard experience when you start reading the materials, but soon you will be used to reading activity. From this independent reading activity you may write down material you don't understand to discuss, in your study group or to ask your tutor/instructor at a particular time.

Student 7/T1
Test Two

The differences between distance education and conventional school are in "delivery system." Distance education (in our country) used technological media and printed materials, because students are physically separated from their teachers. Whereas conventional school used face to face interaction in teaching-learning process.

Really, distance education is not so differ with conventional school, except in delivery system. Our university (UT) this system of distance education. But UT system are not correspondence education. Although UT used correspondence as media for delivering materials. (Rector statement in legislative confrence), because UT used tutoring system, guiding in labratorie and write thesis etc. So not fully separated, we have at least 8 time face to face interaction in a semester.

Some problems are confronted by our university among others:

1. The student did not have good reading habit, because they are graduates of conventional school
2. Because of students' reading habit are low, sometimes they did something in incorrect ones, eg.
 - a they filled out the form wrongly.
 - b they did not understand the instruction
3. The disciplines of student are bad, eg.
 - a. They sent the assignment are not on time, sometimes never.

Student 7/T1
Test Two

- b. They did not read modules, so when they go to tutorial, become silent and not active and wait for tutor's explains
4. The students are spread out over the large area, sometimes the materials sent by UT are not received on time.

Internal & External Motivation
in Students of Universitas
Terbuka

There are three types of students in Universitas Terbuka. According in that article, student in Distance Education can be divided to become three types of student. First, students who have goals as well as the program of the institution. Second, students who are motivated to study by degree or some other formal accreditation. Third students who are neither a learning program, nor need for certification. For the first of the three students above are the same with the students who have own motivation to learning. Those are a good condition for learning. Why? Because. They are studying not only self directed but also their internal motivation. But for second and third student, their motivation are influenced by external motivation. Those are a bad conditions for learning. Why? Because external motivations are something which can influence students to learn. In other word, need for their achievement to get degree or to study do not base of their own need or motivation. Students like those may be can droup-out immediately, and always dependent with other students.

In Universitas Terbuka, the first type at the three kinds of students are the best condition to study. Why because they leave own's motivation, and needs to get some knowledges and skills. For students like those can get their degree - if the internal motivation, they have always. Besides that, they can

Student 8/T2
Test Two

get another resources to add their skills without helping or without depending from their tutor. They can use Resources Person as well as, their Boys? who has degree before, or Learning resources by utilization, like Meseum, Too garden and soon.

For the second and the third type of student, are not good conditions to study at UT, why because studying in UT, students must posses internal motivation. Finally, students must be self-directed and self-disiplined to get degree effectively. Students must leave need for achievement from ??? internal condition.

The Self Directed Learner

Base on the goals and motivations of the students, the author have mentioned three types of self directed learner and their qualities.

The first group were the self directed learner, who only chose a certain courses that would meet their goals. They wouldn't care much the degree they would get, or wether they would drop out. But they were well in control, they knew what were their needs, and the educators shouldn't worried them.

The second group were the self directed learner who were motivated by need for a degree which were obtained by following the program offered. They were not self directed learners but "self-directed goals achiever". Usually they have a high motivation. The third group would be students who entered the self directed learning institutions to satisfy their own emotional need for dependence. The regular institution fail to educate them to become independent and self directed learners.

In my opinion, for students in Universitas Terbuka (UT) must have a high motivation and independent enough to bbe a self directed learner. They have to posses those qualities because there are little guidance or tutorials for them at this moment. UT still doesn't have a good services for students, or the system of tutorial and guidance are not yet fully developed. So in my opinion UT is the institution for students who already have a self directed learning skills.

Student 9/T1

Test Two

There are students who have a qualification of the first and second group mentioned in the teks?. It must be difficult for the third group mentioned above. They usually lack in self directed learning skills. It will cause a problem for them to go to the institution like UT. The dependentness will cause the problem since there will be almost no one to assist them.

Student 1/T1
Test Three

The advantages and disadvantages study in another country

For developing country like Indonesia it still needs many experts in all subject area. This expert is needed for managing and developing our country. For that reason, our government always gives a chance to everyone who have skill and ambition to improve their skill. For improving government employee's skill sometimes someone is sent to another country for studying something. For examples, we, the second group student from Universitas Terbuka, who were sent by our government for studying in Faculty of Education, at SFU.

We are studying "distance education" in Faculty of Education, at SFU. The reason why we study distance education is in Indonesia distance education still new; and there are not any experts who know about distance education.

This is my first experience to study in another country; so I am still confuse about something new that I found when I arrived here last week. There were many advantages and disadvantages for us to study in another country. the advantages of studying in another country are: we can learn different culture and habitual in the country where we live, can learn the subject that we need, can make a comparison between developing countries and modern countries in all aspects. We can learn about the positive side of the modern country but not the negative side.

Especially in the Education area; we can learn about how

Student 1/T1
Test Three

the Education system in Canada, what the differences of the Education System in Canada and Indonesia.

Besides that we also feel that there are many disadvantages of studying in another country. For examples; sometimes we are worry about the habitual of young people here who think that free sex, samen leven, are usual in the modern countries. We worry all that kind activities will influence us; but I hope no. And also, because we study far away from our family, so sometime we feel homesick that can influence our study here. The habitual of people in the modern countries is individualized. They are independent; socialization and communication between each other are rare, so we feel unhappy, because in my country we always make communication with each other, for example: if I live in a small town, I know who live near my house, all people who stay in around my house, friend in my school, my family, my friend of my family, my brother's friend, etc. We always do "social work" together every week. I didn't find the activities like this in the modern country.

But I feel all the advantages and disadvantages of studying in another country make me more responsible and critis to all kind problem that I must solve; especially for developing our country.

Studying in another country

At the present time I am studying about distance education in Canada. I will be studying here for ten months, from March 2nd until December 6th.

So far, I realize some advantages of studying here. First, Canada especially SFU has more experiences in distance education than Indonesia. I can find and read textbooks or papers about it in the SFU library and student book store easier than in Indonesia. Because the number of that kind of books is much larger and more completely. Furthermore, I think I can read or borrow some books in UBC or OLI Library too. Second, this university provides student so many facilities like microfilm, computer, audio visual and others that we can't have easily at Indonesia Universities. Third, there are a lot of professors major in distance education, so that we can ask as many as we want about it.

However, study in other country is not easy for me. First, I have to adapt culture, weather, food and language here. The most importance, I have to study hard to understand Canadian speakers. Sometimes they talked so fast, and I couldn't understand word by word, although I could understand the whole ideas. Second, I miss my family. It is the first time I am apart from my family and friends. Third, I don't adjust to the cold weather here.

Anyway, it is a nice experience to be an Indonesian student at SFU Canada. I can improve my English and knowledge

Student 2/T1
Test Three

in distance education. I am surprised about Canadian..., they are so friendly. It will help me living and studying in Canada more pleasantly.

Student 3/T1
Test Three

The Advantages and Disadvantages of Studying in Another Country

Analyzing the advantages and disadvantages of studying in another country is an interesting thing. But first, I would like to set a limitation of what I'am going to write down on this paper.

I make an assumption that it might unuseful for someone who comes from a modern country to go to study in a developed or underdeveloped country. Because he will face a lot of problems such as facilities do not enough available for him, sciences and technologies do not implemented as well as in his own country, so that he cannot expect to its support. Therefore I would like to analyze the advantages and disadvantages of studying in another country which is a more modern ones, or at least at the same level.

The advantages of studying in another country is that we will see something new especially in sciences and technologies which we never wee them before. Other advantage is sciences and technologies are well implemented and after so many facilities are available for us that might be very useful to help us in studying. And also we can make comparison study to looking forward things that may be implemented in our own country, especially to increase effectivity and efficiency.

The disadvantages of studying in another country are we have to be awny? from our family because of some reasons, we have to adjust our live with local climate/weather, local

Student 3/T1
Test Three

habits and we have to study English as a second language as well as Bahasa Indonesia our first language.

This is all I know about the disadvantages and advantages of studying in another country.

Student 4/T1
Test Three

The most interesting experience is that I can make a difference between two countries in everything. First, I can improve my English because I live at that Family House. The situation and condition can make a support me to speak English everyday and open the Dictionary if I do not understand. Second, I must try to adjust a new weather, culture, rule etc. I do not only learn at all of things but also I want to practise it if are some important things for myself.

Maybe I can learn the computer system, library system, providing an organization or clubs. I will be able to know to organize a University about what ???st University provides.

The disadvantages of studying in another country I think, are not many. It is just difficult to read a book (in English), to adjust the weather.

Almost for every body, they get a problem at the first time.

It doesn't matter for me, because it is a challenge, that I must solve.

The experiences are higher values more than ?????y.

Study in another country

Nowaday, many thousand Indonesian students go abroad to study in many universities in North America and Europe. Most of them sent by the Government, not many students payed their study cost by family, except the student who came from rich family. The government send the students to study in another country because of some reasons, such as not enough qualified professors to assist the students and needs of qualified person or lecturer as soon as possible. In 1984, Indonesia only have 4,000 lecturer who have master's degree or Ph.D to provide about 650,000 students.

The advantages study in another country.

- A. Personal advantage: The students who study in other country will have a new experience, although it will make him more solid personality.
- B. Academic advantage: They will receive a new method or knowledge (hopefully) which can be implemented in their country after graduated.
- C. Government advantage: It will have enough qualified human resources, specially for state universities, which is in next period can open relevant studies.

The disadvantages of study in other country

- A. Personal: The students, most of them, should leave their family. It will make them little hard to adjust in everyday life.

Student 5/T1
Test Three

- B. Academic: Sometimes, the knowledge which they have gained can not be implemented or practice because of difference situations and conditions. It will make them frustated.
- C. Government: Sending many students to study abroad take a lot of money.

THE ADVENTAGES AND DISADVENTAGES
OF STUDYING IN ANOTHER COUNTRY

It is obvious that the need of better education has made many people from one country go to another country to study. The Government of Indonesia, for example, has been having a decision of sending its people abroad to study. I am one of them. I am sent to Canada to study education.

There are some advantages and disadvantages for people who study in another country. Take me for example, I would like to tell you what the advantages and disadvantages are. By knowing this, I hope one who has decided to go abroad will be able to manage oneself to succeed one's study.

The advantages of studying in another country are:

1. The country you are sent to, must have a better education. That means, you may study a lot of things you have not studied before. So, your knowledge will be improved. And this is, of course, the aim of studying in another country.
2. There will be better facilities that you have in your university in your country.
3. You will have more experience than others who do not study in other countries.

The disadvantages of studying in another country are:

1. You will feel alone and lonely, because you are far from your own family and friends. This especially happens for

Student 6/T1
Test Three

one who has been married and has children. Of course you can take them live with you, but it is very expensive.

2. You will be faced by a different culture. This is not a big problem, but many of them feel like unhappy. This also means that you'll eat different meat you've never eaten before.
3. The language used by the country where you are sent is not always the same with your own language. Take me for example. My native language is Indonesian. Now, in Canada I have to be able to communicate everything in English. If I cannot speak English fluently, both in spoken and written, I will not succeed.

I do not think that you will have the same advantages and disadvantages I told you above. Every people may have a different experience of studying in another country. But I think this can give you a little information when you are going abroad to study.

Student 7/T1
Test Three

As you know that resource books are very limited in our country, and the most of scientific books came from America and Europe. If I came to the America or Europe, I would study well because much book are prepared.

We have so many advantages when we study in others country like Canada, America, Europe etc, among others are:

1. We can compare our Educational System with the country's system where we are studying.
2. We will get new knowledge, expirience and other thing and can be implemented in our country, of course it should be adjusted with the situation and condition. If needed. It will be modified.
3. We will get the teaching method are used by Canadian teacher. It is very importan for me because the methods encourage me to be more active, to studdy hard, and learn with myself. We could not get it first.
4. We know the other country directly and it is not on magazine, on TV program or someone's talking.

I don't know what the disadvantages are, although I have some problems, but is was not the big problems. The disadvantages are here:

1. The office where I have been working needs me to conduct research, but I am not worry, the others can replace my job.
2. I have a problem in English, but ai am sure I can speak

Student 7/T1
Test Three

English well. I think that my listening comprehension are better than before.

3. I still feel homesick, but I am sure too next time will be better.

4. I hope that I can use modern facilities here.

I didn't think that when: we study in other country has disadvantages. I only see the advantages.

Advantages and Disvantages of Studying in Another Country

Studying in another country is very chalenging. Why? because we have to deal with domething new. It's means that is very different with something before. For examples, a new culture, a new habit and also a new environment that I have to cope with it are very chalenging.

A new culture for a new student, who came to another country that different before, is very difficult to be adjusted. I think, if he/she do not want to adjust with a new culture where he/she has to live. For examples, we can are in a new student who came for the first time in Vancouver, Canada. How to have a bath, How to eat, and How to have a dress, for Canadian, is very different with Indonesia. In this case, we have to deal with and to adjust. Because we have to deal with a new culture can make effect in our habit. However difference in time where we live is very different. For examples, on Canada at 10⁰⁰ o'clock PM on Monday is very different with time in Indonesia. In Indonesia the time may be at 03⁰⁰ o'clock A.M. on Tuesday. Difference time both another can make our body working harder to adjust. Besides that, our body must be adjusted to the weather that is different too. What I'm describing is exist in a new enviroentment.

In a new environment, in a classroom, we have to speak and write with another language. If we study in Canada, we

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Test Three

have to speak and write in English. In this case, we face with another constraint. Why? Because our English must be well both speaking and writing. Many students who know well in grammar and writing theory, but have never used it, or practicing, may be can deal with some constrain for the first time. Why? Because English is skills that must be practice.

If all of constrain can be adjusted well, I think much experiences can be gather and can be applied in a new situations. In other word, you can yet some valuable thing that you do not have before.

Finally, I have to write what the advvantages and the disadvantages for student who want to study. In another country, especially in country which is speak and write in English. The advantages to study in another country can be described such as.

- 1) You can learn and practice yours english as a second language well;
- 2) You can develop your listening skills;
- 3) You can understand a new culture that is different with your own culture;
- 4) You can see a something new which is you have never seen before; and
- 5) It's very important to you that are what you want to study, may be, is better than what you want to study in your own country. Why? Because they had studied before and they had had much experiences that is t?ld.

Student 8/T1
Test Three

For the disadvantages may be can be described as follow
below:

- 1) If your English skills are not well, you have some constraint;
- 2) If your physic and mental are not preparing, you can get some trouble; and
- 3) If your study habit are not improved before you are going to, it's also can make you difficulty.
- 4) If you want to learn and to adjust with a new culture, you can get a culture shock

What I write can be prove by your self, if you have an opportunity to study in another country which is different with your country before.

Student 9/T1
Test Three

Studying in another country is sometime happened to someone. It can be many reasons to do that. Usually it was because there were not enough resources in one's own country and one's have to look for his need in another country.

There must be some advantages and disadvantages of studying in another country. The advantaged are:

- Have enough resources to meet one's need.
- We'll have much opportunity to know another culture, language, habit, food, weather, etc., that might be quite different with our own.
- We'll meet another people, friends, go to a new places, etc.

Those advantages can broaden our view about everything. Experiences will help very much in our life.

But there are also some disadvantages being study in another country. There are:

- If the language is different with our own language, we have to learn the language hard ly before everything. If the grades at school, is not good, sometimes it might be because of the language, not of the content of the subject.
- We have to adapt the new weather, culture, food, habit, etc. in a short time. The process will take a lot of energy, physically and psychologically. People who don't have enough "energy" might be faced the severe home sickness.

Student 9/T1
Test Three

Anyway, the advantages are more excited, and according to experiences quite many people can edure the disadvantages and enjoyed it. So, it is everyones's dream to have an opportunity to go abroad, study new knowledge, and meet another people, especially if we don't have to pay for that or there is a scholarship for us.

Everyone who come to another country for the first time will be in condition that is called culture shock. I am an Indonesian student who study in the Faculty of Education, SFU; for example; this is my first time to go to Canada. I, sometimes feel homesick if I remember my country, my family in Indonesia, etc. In this case, homesick is one type of culture shock. So, from my experience, I can talk about culture shock and what are experiences that I felt during I am in culture shock condition.

According to the articles that I have read, culture shock is defined as a condition that is felt by someone who came to another country for the first time. In other word, culture shock is always felt by foreigners. Someone who in cultture shock condition always felt uncertainty about everything. One always tells sad, angry, lonely, homesick, and so on. Sometimes one doesn't understand what is going on to hom or her. So, in this condition he always compare about something in the country that he or she stay for a certain time with his/her own country. For example - he always compare about food, behaviour, culture, climate, circumstances, etc. In his mind, all of thing in his own country is better than in another country.

Studying in Canada is very interesting, because this is the first time I go to another country. There are many "new thing" that make me surprise in the first time I came to Canada. The first one is about climate. As you know, in

Student 1/T2
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Indonesia we have tropical climate, where the climate is always hot, about 25 - 35°C. But in Canada, I fell cold, so sometimes I miss the hot climate of Jakarta.

Besides that, about the campus condition. I think, Canadian students tend to be informal in campus; especially in clothes. Here, the students can wear any kinds of clothes that they want, but not in campus in Indonesia. We have to wear formal clothes if we go to campus. This condition sometimes make me surprised.

The other thing that make me surprised during I stayed in Canada was the relationship between the teacher and the student. Here, we, the student can address our teacher with their first name. So, there is informal situation in addressing someone. In Indonesia, we have to address the people older than us with uncle or something like that. For the first time I felt embrace to call my teacher here with his/her first name, because I don't accustom to in my country. But now, I am familiar with this situation.

In conclusion, culture shock is situation where people feel homesick about their own country with their behaviour and culture. Sometimes, culture shock can make people sad, angry, etc. But, from culture shock people can learn more about how to solve problem in culture shock condition.

Culture Shock

I. Introduction

1. What is culture shock.

II. my culture shock experience

1. language
2. habitual activity
3. climate
4. food
5. homesick

III. Conclusion

Student 2/T2
Test Four

It is very difficult to live in a foreign country for there is many differences in the original/own country compared with the new one. One will feel uncomfortable in doing everything at the beginning of living in the new country because of the differences of language, culture or habitual activities, climate and food. The differences often result misunderstanding in communication, and the problems make the new comer think of his own country; then he will lonesome his country so he will be albe to be irritated, angy, hurt, frutrated easily. The uncertainty and uncomfortable feelings is called culture shock.

I have my own culture shock experiences since I came to Canada. I have been living in Canada for about one and half months; I was sent by Universitas Terbuka to reach my master degree of education. I felt terrible at the first two weeks, since many things in Canada are difffferent from those in Indonesia, my country. The most important difficulty is language. I am poor in English, so I have to try hard to understand what the native speaker said, both in academic class, and at home. With this handicaps, I have to think twice in class; first I have to think about the learning materials, and secondly I have to learn about the Enlgish itself.

In Indonesia, we always respect the elders, especially parents and superior people. So, we are rarely arguing with them, although we know that they are wrong. In Canada,

Student 2/T2
Test Four

everyone has freedom to argue his opinion including with
parents and eleders.

I'am sorry Deb, I can't finished this essay.

Outline:

Topic: Culture Shock

- 1) What cause culture shock
 - 1a. Culture differences
 - 1b. Language difficulties
 - Listening difficulty.
 - Pronunciation difficulty
 - Communication problem.
- 2) What are the feeling of one who is in a culture shock situation.
 - unsatisfied
 - isolated.
 - frustrated.
- 3) What are the response of one who is in a culture shock situation
 - complaining.
 - glorify his own culture.
- 4) What other people can do in order to help one who is in a culture shock situation.

Culture Shock

One who comes into a different culture in the first time will suffer culture shock. It may take him one or two months, if one can adjust with the new culture in a good way, one will have no problem, but if one cannot, one will always have problems as long as one is in a different culture.

There are two things that make one suffer culture shock. The first one is culture difference; for example, the way people do their breakfast or cooking food; the way how the people think, the way how people say greetings and so on. The second thing is, language difficulties; for example, one does not know what native speakers say and also native speakers do not know what he says. Because of lack of communication then it causes one to suffer culture shock.

As the effect of culture shock one will feel unsatisfied, isolated, and frustrated, because one does not know of what he is going to do, or how should he adjust himself to the new culture where he lives in. He starts complaining the new culture and glorify his own culture. This situation is not a good situation for him, therefore he needs help from other people to overcome the culture shock.

Other people can help one who is in a culture situation by understanding his feelings, and try step by step to adjust him to the new culture. Explaining what values are in the new culture, custom, habit and some related things will help someone to adjust to the new culture.

Student 3/T2
Test Four

In conclusion, culture shock is not a bad thing to happen, it is just a normal feeling of one who come into a new different culture. It can be overcome by one who is in a culture shock or by some helps of other people.

Outline

Introduction: Description in a shortline about what is culture schock. (Statement of culture shock)

Body: Culture shock:

- Different place (country)
- Traffic regulation
- the season (the weather)
- the kind of people - in a shop
in a university
in public place.

Conclusion

Culture shock

Culture shock is happened if someone stay in a country that the new country is very different from his country. There is culture shock if there are two countries that can be compared each other. I have a culture shock when I arrived in Canada on my long travelling from Indonesia. I have culture shock because Canada is very different from Indonesia. The traffic regulations are obeyed rightly by drivers or pedestrians. Here, in Canada, the drivers respect to the pedestrians. If from a distance driver see that the light will be red, he prepare to stop. Although there isn't a policeman, he stops too. Pedestrians pass the road when the traffic signal let him to walk. The drivers do not drive their cars in a high speed. They always drive in a limited speed in order not to endanger theirselves or other people.

Canada has four seasons. I was surprised when I got a snowy rain. The temperature is much lower than in Indonesia. I can not go out for taking walk because the weather is very cold. Although I can use a warm cloth, but it can not useful. I have a heater in my room that is located in a basement. It is colder than upstairs. I can not stand for stay or to be there without using double clothes. I use socks too.

Canadian is very respectful to other people. For example, at a university, if there are two person who come into a room, the first one will open the door and let the second person enters or the first one will handle the door

Student 4/T2
Test Four

until the second person enters. In a shop, if there is a queue, the latest person who come must be in the rearest. He cannot come and stand in a front of the queue.

I seldom meet the cruelty in the street, in public place. Live in Canada is very interesting. Canada is a safe country. There are not a lot of stealing here.

I conclude that I have a positive effect on me although there are problems that I must solve.

Outline

- Introduction: - definition of culture shock
- my experience of culture shock in Canada
- Body : - System of education in Canada
- Social behaviour of Canadian.
- The advance technology
- The Public Service in Canada.
- Conclusion : - My feeling after experienced the culture shock
- My comments about my experience of culture shock.

Student 5/T2
Test Four

Culture shock is a psychological disturbance when one comes to a new culture or a new situation which is difference with what he knows. Its range from very small behaviour change, e.g. feel stranger, prejudice, feel lonely, etc., to psychically illness. It happens usual with foreigner who will lives in different culture for more than six months. And it happens to me when I came to Canana in March 1987. This essay will discuss about my experience when I felt stranger as a part of culture shock phenomenon, in four difference fields of social elements when I felt shocking. They are the system of education in Canada, the social behaviour of Canadians: the advance of technology of Canada and finally public service in Canada.

First, system of education in Canada is very good if I compare with system of education in Indonesia, especially in higher education. Here, almost all university have a very sophisticated learning facility, e.g. computer, audio, library, etc. This ?????tion, according to my opinion, makes students, faculty members and staffs becoming more intelligent that makes my feeling likes stupid-man among the clever man. It also makes my eurotion felt pity to myself.

Secondly, I felt a little frustation that almost all of my attitudes in social relationships are not in proper way. This opinion comes up where I saw that all canadian have a high dicipline to follow the rules. Everyone seems to understand very well what they should`to do and what are their

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Test Four

roles in society. This conditions make me like a little man among the mighty man or the wiseman.

Third, Canada has a very advance technology that makes everything easier than in my country. But I did not know very well yet about "the easiest" doing, e.g. buying something from vending machine, ?????? systems, etc. that makes me felt stupid. I felt that I can not do a single thing.

Fourth, when I saw about a public service in Canada, I felt pity and ashame because the public service in my country is not likes in Canada that everything proceed fast and easy.

In conclusion, all of these experiences are very good in my life. Its make my knowledge wider.

I Introduction

- 1) definition of cultural shock
- 2) Cult. shock is a common phenomena

II My experience of living in Canada

- 1) How I felt at the first time
 - a) everything is new and exciting
 - b)
- 2) Communitcaion with Canadians
 - a) with host family
 - b) with teachers and students at SFU
 - c) with other people
- 3) Excitement changed into Frustration
 - a) English is the only one language to communicate
 - b) Cultural differences
 - C) rembering their family at home
- 4) Facts became acceptable

III Conclusion

Student 6/T2
Test Four

It is well known that people who are living in another country had what so called "cultural shock" when they came for the first time. Cultural shock is a phenomena of psychological effect because of the differences between one's own culture and a new culture one is facing; but cultural shock is a common phenomena that should not be frightening.

Indonesian students, who have been staying in Canada for almost two months to study at SFU, have the experience of cultural shock. The first time they came, everything was new and exciting. They saw how a bus driver drive very carefully and with full of responsibility. They saw that everybody got on the bus one by one. They saw how Canadian were very helpful when they got lost. that was the first stage of how the Indonesian students felt.

In communication, they also found excitement and challengin, for it was the first time for them to use their English with native speakers. They were so studious to learn some new slang words, and they applied the words in their own sentences. Communication with teachers had a little bit different sense. It was a kind of fear that they would not understand, what a teacher was talking about.

A few weeks later, the situation began to change. There was no excitement, and everybody was frustrated. They were facing the fact that using English to communicate was not an easy thing; in fact it was difficult. But Enlgish is the only language to communicate with teachers and host family. They

Student 6/T2
Test Four

also faced the difference between their own culture and the Canadian's one. At night, when there was no lecture or no body to talk, they remembered their families and relatives, they missed the warmness of being at home, they missed their husbands or wives or parents best friends. This is the second stage of the cultural shock.

The feeling of frustration did not longer exist. At last they understood that it was foolish thing to reject the fact they could not reject. But, at the same time, they still felt lonely. This process will continue until they finally reach the established feeling of being like at home.

To conclude, cultural shock is a psychological effect of being in another country, regarded as a non-good situation. But it is a common phenomena that exists only for a length of time before one accept his new surroundings, atmosphere, and culture.

How to overcome culture shock

I Introductory

Everyone who came to other country with a second language and different culture should have felt culture shock. It is felt at first time, but after staying long time, and day to day, the people did not feel it again. They can adjust to new culture.

I also has experiences of culture shock, because it is the first since I came here, I did not do anything, not concentrate to study, and not feel welcome at home. I always remember home, my children and my wife. I worry about them, they might be sick, they dont have enough money etc.

II Can we get positive effects of culture shock?

Based on my expperiences about culture shock, there are some positives and negatives effect to my life especially to my study. I did not learn anything. I have to overcome the negative effects to become positive one. I am aware that if I cho?ys my home and my family, I will be sick or fail in study, I dont count it happen to me. There are some efforts to overcome culture shock as follow:

- a. I have to study hard, do my homework in order that i "forget" my home.
- b. I have to study hard, and if I am succesful, whatever my culture shock here will loose. I will feel something look like nice, beautiful etc. It will be my beautiful impression.

Student 7/T2
Test Four

c. I pray and I hope my God bless us.

III Conclusion

According to my experiences about culture shock, I conclude that I would not think too much about home, my family etc. It is useless. If I want to succeed in study, I have to change the negative effects to become positive one, supporting factors. I have to study hard in order to get out from culture schock soon.

Student 8/T2
Test Four

Every country in the world has a culture. Between one country to another has difference culture. For someone who lives in a new culture can find a new experience. This experience can make him happy or sadness. This is a symton of a culture shock. What is a culture shock. is about a new experience for someone who enters to new culture or a new language situation. He finds many thing different in his culture. For examples, you have problem in transportation system, or you have problem in bath habit. Those of problem might have been found by someone, who was living or who entered to a new culture. To find this experience is easy. You can ask (or read) about this. With this paper, I'am going to try to tell you about my experience in a culture shock experiance in Canada. May be you can understand a little what is culture shock, after I explain, because experiance in culture shock is personall experiance. It depends on who you are. For exampe, what I have in culture shock experiance is not the same which what my friend has. In brief, we can say that a culture shock is personal experiance and it depend on your culture which is own.

When I cam to Vancouver, I found something new. It made me happy. But I found something different to in BC, it made me difficult. For example, I was happy when I said to by host family, and she could understand what I said. But another, situation, I was sad, when I could not write in a comples idea to simple sentenc. In that situation, I asked to my self.

Student 8/T2
Test Four

That why I ??ck a problems like this. Many problems you can find, if you enter to a new culture which has a difference. Besides language, you can find food problem, interpersonal or communication. I have some experience about its too.

I like food, but not all of food I like it. If I had a food that I didn't like, or, I have never eaten before, I didn't eat for the first time in Canada. This experience made me difficult to sleep, because I was hungry at night. After that, I always try a food that I have never eaten. With this experience I like a new food sometimes or I dint like it. With this experience, I have an idea about foot, I try and I like it. If you have situation like that, you try and finally it depend on you...

Another experience that I have, it's a problem about my family in my country. I mean that sometime I remembered one of Niew?. If I have a strong feelig like that, I try to remember until my strong feeling turn down. After that, I can continue my another activities.

All of my expericne about food, language, and family is make me aware who I'm and another culture. Besides that, most of its make me I understand to live in another country.

Finally, you can be a canadian, if you can try to be caine? cemadian. It means that you don't change your citizenship. If you have an experience about it, you can aware there is another culture, bendes four culture.

Student 9/T2
Test Four

My experience of culture shock
in Canada

Culture shock is a psychological state of people's mind, when people have to be adapted to a new culture that is different to their own; and the new situation disturbing or stressing. It will be affect people differently from one people to another. It ranges from very mild to heavy suffering. How people recover from that kind of stress, primarily depends on the personality.

Unfortunately, or fortunately I am a person, as I remember, that not yet experienced the condition that I consider as culture shock. but I have an experience which I want to explain here, that might be count as a mild culture shock.

My experience was in interpreting the "easy talking" or the way the people talking, the language, that is not picture the fact at all. Everything seems to be talked alright, yet it is not always alright. My special case was when we looked for a parking lot at the basement of one apartment. The first thing we have done is asking for the manager where to park the car. She answered: "Oh, there is no problem at all, just go to that basement door, going around until you can not go any further, look for the number same with the room number, and thats your place," "It is easy, no problem, no problem at all." But when we did that, the day after, they towed away our car. So we asked them were our car is, and why it had been towed away. They said that "Oh, you park on the wrong

Student 9/T2

Test Four

place, you must go to the end of the parking lot (where you can not go anywhere). These are two same number, but one where you have parked is the number for the other apartment." Well, why they were not giving the complete information when we first asked, and they did not put any information on the parking lot. Interpreting their way of talking, we assumed that it is really no problem at all, and we expected that they will inform or let us know before anything happened since, we have just moving. But maybe that is really no problem at all for them, because when we are wrong, they easily asked the towing company to do the job.

In my opinion, maybe I misinterpret the way they talked. I think people in Canada always say about the good things first before the bad things, the easy things first before the difficult. I am not very conscious about the way people in our culture talk, but I found it that I easily get wrong ideas, just seeing their style of talking.

The positive effect of my experience is that I have to be very careful in interpreting their style, their faces, their way of talking. It is true that the first situation seems to be easy but that is not as easy as it is. Next time I'll ask very detail about every information, as not to get wrong or incomplete one. The negative effect is that I have to pay a lot of money for the cost of my experience.

In conclusion, my case could be considered as only a bad or unlucky experience, or very mild culture shock. the way

Student 9/T2
Test Four

people facing a culture shock is different. It will be very different for people from another country who will live in Canada for along time, than for me who just live for a short time in Canada. I do not have problem of having to be adapted culturaly. So the differences can be faced as only a differences.

Outline

Introduction

- What is culture shock
- My experience

My experience

- case
- opinion
- possitive effect
- negative effect

Conclusion

APPENDIX C

ANALYTIC COMPOSITION GRADING SHEET

1-5	6-11	12-14	15-17	18-20
minimal - unacceptable	not college level	adequate to fair	good	excellent

*Please assign one numerical grade per category
 Comments should be written in the space provided.

I. ORGANIZATION.

Introduction, body and conclusion.

II. LOGICAL DEVELOPMENT OF IDEAS.

Content.

III. GRAMMAR

IV. PUNCTUATION, SPELLING AND MECHANICS.

V. STYLE AND QUALITY OF EXPRESSION

TOTAL SCORE _____

COMPOSITION PAGE NUMBERS (please identify) _____

RATER'S NAME: _____

GLOBAL SCORING GUIDE

- Please assign each essay one number grade.
-

6: Excellent, well organized and well-written; appropriate to the topic.

5: Good to very good; may have a few organizational or mechanical errors.

4: Satisfactory; may have some errors in organization, mechanics style or consistency.

3: Poor; some errors in organization, mechanics and style and/or poor handling of the topic.

2: Weak; serious weaknesses in structure, development, syntax and diction.

1: Very weak: very little understanding of the topic and/or unacceptable in structure, diction and syntax.

Composition Grading Scale

	20-18 Excellent to Good	17-15 Good to Adequate	14-12 Adequate to Fair	11-6 Unacceptable--not college-level work	5-1
ORGANIZATION: Introduction, Body, and Conclusion	Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expressions used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusion logical and complete	Adequate title, introduction, and conclusion; body of essay is acceptable but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expressions may be absent or misused	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)
LOGICAL DEVELOPMENT OF IDEAS: Content	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully
GRAMMAR	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences	Ideas are getting through to the reader but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure
PUNCTUATION, SPELLING, AND MECHANICS	Correct use of English writing conventions: left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas	Serious problems with format of paper; parts of essay not legible; errors in sentence-final punctuation; unacceptable to educated readers	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems
STYLE AND QUALITY OF EXPRESSION	Precise vocabulary usage; use of parallel structures; concise; register good	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise	Some vocabulary misused; lacks awareness of register; may be too wordy	Poor expression of ideas; problems in vocabulary; lacks variety of structure	Inappropriate use of vocabulary; no concept of register or sentence variety

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APPENDIX D

STUDENT QUESTIONNAIRE

- 1) What is your name?
How do you spell your name?
- 2) How old are you?
(sex : M , F)
- 3) What is your job at Universitas Terbuka?
(prompt: what did you do in your job?)
- 4) How long have you been studying English?
- 5) Do you have many opportunities to speak English in Indonesia?
- 6) What did you study at University?
- 7) Tell me about your first impressions of Vancouver, and of Simon Fraser University?
- 8) What things are you finding difficult here?
- 9) What things are you enjoying here?
- 10) What things are you finding most difficult to do in English?
- 11) What is your first language?
- 12) What other languages do you speak?

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